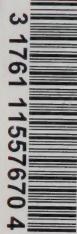


CA 1
IA 185
- 807 23



31761115576704

Indian and Inuit Affairs Program
Education - Ontario Region

Teaching an Iroquoian Language as a Second Language

A Core Program
for Kindergarten



Digitized by the Internet Archive
in 2022 with funding from
University of Toronto

<https://archive.org/details/3176115576704>

Teaching an Iroquoian Language as a Second Language

A Core Program
for Kindergarten

Acknowledgements



Indian and Northern Affairs Canada Affaires indiennes et du Nord Canada

©Published under authority of the
Minister of Indian and Northern Affairs,
Ottawa, 1980
QS-5139-000-EE-A1
Catalogue No. R32-46/1980 E
ISBN 0-662-10875-2
Production: J.-Y. Pigeon
Design: Eiko Emori

This curriculum guideline is the result of the work of the students of the Ontario Native Language Teacher Training Program:

Elda Antone
Nelson Crawford Jr.
Harvey S. Day
Lillian Delormier
Frances Froman
Marge Henry
Reginald Henry
Ruth Isaac
Winnie Jacobs
Wilma Johnson
Irene King
Sara Lazore
Bessie Lazore
Georgina Nicholas
Marjorie Sawatis
Mercy Summers
Mildred White

The writing of the text, the preparation of the Language Appendices and the editing was done by:

Bill Cook
Reginald Henry
Bessie Lazore
Mercy Summers

with special assistance from:

Elda Antone
Lillian Delormier
Ruth Isaac
Mary MacDonald
Rebecca White

The artwork was done by:
Carman Maracle

Contents

Teaching the Kindergarten Course

Teaching the Kindergarten Course, Basic Method	3
Teaching the Kindergarten Course, Suggestions for the Teacher	4
Outline of the Kindergarten Course	8
Unit 1: Getting Acquainted	9
Unit 2: What's In the Room?	10
Unit 3: Where Is It?	12
Unit 4: My Family	14
Unit 5: My Home	18
Unit 6: My Clothes	25
Unit 7: When I Get Up	27
Unit 8: Let's Eat	29
Talking Book: The Lost Pencil (Unit 3)	31
Talking Book: Peter Gets Up (Unit 7)	33
Talking Book: Mary Gets Up (Unit 7)	35
Sock-O Game (Unit 6)	37
Appendices	42
Appendix A (Mohawk)	42
Appendix B (Cayuga)	44
Appendix C (Oneida)	46
List of Teaching Materials for the Kindergarten Course	49
List of Language Structures for the Kindergarten Course	49
Glossary	50

Basic Method

(read carefully)

- Use *only* the native language in the classroom. English should be used only in extreme emergencies.
- Talk naturally, *as if* the children understood the native language, but by gestures, pictures, and all means possible, *show* them the meaning of what you are saying.
- Use much more language than what is written for each lesson. The special language in each lesson indicates what the child should actually learn that day, but *you* must say much more than this (casually) to build a language background for the children.
- Do not insist that the children *speak* the native language. Your goal is that they *understand* you and respond to what you are saying.

They can show they understand by:

- Nodding or shaking heads.
- Doing what they are asked.
- Answering in English.
- Answering in the native language.

- If the children *do* speak the native language, show how pleased you are. But accept any of the other ways that show they understand. They'll have plenty of opportunity to speak the native language in grade one and up.
- Keep your class interesting, lively, and a *happy* place to be. It is important to build in the children a good feeling about using the native language.

Teaching the Kindergarten Course

4

Suggestions for the Teacher*

Organization of the Course

1. Units

Read the *whole* unit over before starting to plan any of the lessons you will teach in the unit. Each unit is written around an *interest topic*, and has one or more *structural items* and a recommended *time period*.

The *interest topic* provides something to talk about, and to do things with. We can't "talk about talking"; we talk about real things. The more interested the children become in the topic, the less self-conscious they will be about their own language, the more effectively they will learn the language. So develop your topic well enough to capture and hold each child's interest.

The mastery of *structural items*, as given in the *teaching points* at the beginning of each unit, should be your goal for each unit.

Mastery of specific vocabulary is *not* a primary goal. At the conclusion of each unit, evaluate your teaching on the basis, *not* of how many new words the children have recognized, but on the basis of how well they handle the *structures* you have been teaching.

Plan to follow the *time period* suggested as closely as possible. If you go one or two days over or under once in a while it is not too serious, *but* if you are continuously taking more or less time than is indicated, you may wish to take a serious look at your teaching methods and adjust them accordingly. Less than the recommended time will not provide enough practice with any given structure. More than the suggested time will exhaust the children's interest in the topic, and lack of interest makes for bad language learning.

2. Sections

Within each unit are several sections, and each section is numbered. These sections are *not* intended to be lessons. They are *steps* to be followed in teaching the unit. Some steps are easy, and you may want to include two or even more sections in one lesson. Other steps are more involved, and it may take several lessons to cover them.

In planning a unit, decide what proportion of your time you want to spend on each section. Then, on the basis of total time allotted to the unit, write beside each section the amount of time you will spend on it.

Sections are numbered continuously through the whole year so that it will be easy to refer back to previous sections for review, and so on. It is suggested that you keep a page somewhere in your plan book on which you record each review of the sections. This page might be organized something like this:

Section 1	Section 2	Section 3	Section 4
P Sept 5	P Sept 6	P Sept 8	P Sept 10
R Sept 7	R Sept 12	R Sept 30	R Sept 12
R Oct 4	R	R	R
R	R	R	R

Section 11	Section 12	Section 13
P Sept 15	P Sept 15	P Sept 17
R	R	R
R		

In this sketch, "P" stands for the initial presentation, and "R" for review. By keeping a page such as this, you can see at a glance what sections need further review.

The teacher should plan to spend some time each week in review. In addition to the review scheduled by the teacher, systematic review is provided in the curriculum by the review and expansion lessons which follow each unit after the first. These sections suggest topics for review and additional activities which build on the structures learned.

* Note: For a list of terms used in this course, see the Glossary, page 50.

3. Lessons

It is up to the teacher to plan each lesson. It is strongly recommended that a daily record of lesson plans be kept.

The language material in the appendices is provided as an indication of the *type* of words and phrases the authors were thinking of when the units were written and to provide specific instances of the structures, for reference. The teacher will probably need to add to the material or adjust it to fit dialect differences.

Since choice of much of the vocabulary to be used is left to the teacher, it is also important to keep accurate records of the vocabulary that actually has been chosen. In selecting vocabulary, choose words that are:

Easy enough for your children to master
Interesting enough to make them *want* to learn
Useful enough for them to practise outside of class.

4. Adjusting the Course

This course is designed to be taught in 30 weeks. The average school year is about 38 weeks, but often the native language teacher loses time at the beginning and end of the school year, and at Christmas and spring breaks. Therefore, depending on your circumstances, the course may need to be shortened or lengthened a little.

In addition, no two classes are exactly alike. Some will learn quickly, and you may find the course is a little too easy for them. For other classes, the course may be a little too difficult, because of lack of language background, shyness, lack of opportunity to practise language outside of school, and so on.

For reasons of time or class ability, then, you may wish to adjust the course slightly. What are some ways this may be done?

- To lighten the course, reduce the amount of vocabulary taught. Do *not* omit structures. To enrich the course, add more items of vocabulary, without changing the structures. For example, in Unit 4 vocabulary could be adjusted thus:

Regular Unit

mother
father
grandma
grandpa
older brother
older sister
younger sibling

Simplified Unit

mother
father
younger sibling

Enriched Unit

mother
father
grandma
grandpa
older brother
older sister
younger sibling
father's sister
mother's brother

- To further enrich the course, teach little songs whose language structures and vocabulary complement the lessons, or put together dramas, using structures being learned.

Preparing to Teach This Course

1. Preparation of Language Materials

It is likely that a number of the English sentences given in this course will sound foreign to your dialect. Be sure to let your good sense tell you how to adjust the language of the course so that what you teach sounds like normal everyday speech in your community. When you run into a language problem be guided by your own feeling for the language. This course is intended as a guide, and to give suggestions; it is not a list of unchangeable rules to follow.

In almost every case, however, it will be useful to stay with the intended structure even when a particular phrase or vocabulary item has to be changed to fit your dialect.

It would be most useful to go through the whole course by yourself or with another fluent speaker, marking necessary language changes, before beginning to teach.

One major problem which we have to deal with in a monolingual teaching situation is the establishment of meaning, making sure the child knows what we are talking about. A major ally in this effort can be the classroom teacher. She can prepare the class by establishing the needed meanings in advance. For instance, in the unit on family members the teacher can have the children draw pictures of family members in art class and show them to each other so that most of the children will know the identity of the pictures in advance; thus, when we use the pictures in class they will understand the words for the family members.

2. Preparation of Teaching Materials

A list is given at the beginning of each unit of all materials you will need. Collect those items that you can obtain and put them in boxes labelled according to the unit in which you will use them.

● Pictures

There are pattern pictures given in this book for some of the picture cutouts you will need. All these must be enlarged before you can use them. As a general rule, the larger you make them the more effective they will be as teaching tools.

To adapt: Make any changes you wish in the drawings. The nearer the pictures are to local, familiar things, the better.

To enlarge: Trace the picture onto an overhead acetate sheet. Project the acetate onto the wall with the overhead projector. Move the projector toward or away from the wall until the picture is the size you need. Then put your paper on the wall and trace the picture.

To finish: Use heavy cardboard whenever possible. A good method is to make your picture on bristol board and then glue this with rubber cement to heavy-duty corrugated cardboard. Use felt pens to colour your

pictures. Colouring should be bold and bright. Some teachers like to spray their finished work with urethane to give it a hard, wipe-proof finish. (*Warning:* If you plan to spray with urethane, use water soluble felt pens, urethane dissolves waterproof inks.) Wherever possible, cut out the shapes of the pictures.

● Flannelboard

Some items in this course call for flannelboard presentations. Flannelboards and velour paper (or flannelgraph tape) are available commercially through school supply catalogues. Or you can make your own, as follows:

For a flannelboard: Glue together two pieces of corrugated cardboard of the same size (about 3' X 2' or 91 cm X 61 cm) with the corrugations running perpendicular to each other, for strength. Cover this board with navy or black flannelette by stretching it tightly and lacing the edges together on the back of the board.

For flannelgraph figures: Using rubber cement, glue figures to stretched flannelette. When thoroughly dry, cut out the shapes with sharp scissors. Store in folders that will keep the figures flat.

● Talking Books

These are important to your teaching. See pages 31 to 36 for pictures. Possible scripts are suggested in the Appendices. To make talking books, enlarge and colour each picture as indicated above, one picture to one sheet of light-coloured bristol board. Attach all bristol board pages together in order, by using plastic rings at the left side of each big page to form a book. Next, record the dialogue for each book. Make sure it is clear and natural sounding – not too fast and not too slow. Use various voices to give a conversational effect when this is indicated. Record a little signal (a fork hitting a water glass is good) to indicate when it's time to turn the page. If possible, use cassette tapes so the children can use them themselves later on.

It is also recommended that in addition to the big classroom talking book, small individual talking books be made. These can be used at activity centres with a listening station or sent home with the children *after* they have learned the language in the book. To make small books, enlarge each picture to an 8½" X 11" size, run off a number of copies, and staple pages together or punch and place in binders.

3. Preparation of Support Materials – Songs

Short, simple songs are a great help to the language teacher. Try to remember, collect, or compose songs to be included in your course. The best songs are the ones that repeat the vocabulary and structures you are teaching and do not bring in too much *new* language. For instance, for Unit 1, a song such as the following would be excellent:

Hello, hello
Hello girls
Hello boys
Hello, hello, hello.

If you do think of useful songs, it might be helpful to record them on tape with someone talented playing the guitar or piano. The tapes would then always be available to reinforce your language teaching.

4. Preparation of Community Materials

Although this step is not essential, it is recommended as an excellent way to enlist and hold community support for your program. Prepare a brief outline, to be sent home to the parents at the end of each unit, with a list of the sentences and vocabulary that the children have been learning in that unit. These summaries can help you in several ways, such as:

- Preventing parents who don't know the language from feeling left out
- Showing parents who do know the language how they can best help their child at home (without expecting too much or too little from him)

- Demonstrating to everyone that your course is important, and showing them just how seriously you are working at it
- In many cases, it will be helpful to talk to parents and find out what phrases they would like to use with their children in the home situation. Such material can provide a useful supplement to your course and encourage parental reinforcement of the school program. *Caution:* Be careful not to substitute such parent-selected material for the actual curriculum.

Keep a copy of this summary in your plan book. You'll find it helpful to look back on.

Outline of the Kindergarten Course

Unit 1 (two weeks)

Getting Acquainted

- Common classroom expressions
- 2nd person singular, dual and plural

Unit 2 (one week)

What's In the Room?

- Common classroom objects
- Locational suffixes
- Review and extension 1 (two weeks)

Unit 3 (two weeks)

Where Is It?

- Locational suffixes
- Review and extension 2 (one week)

Unit 4 (four weeks)

My Family

- 1st, 2nd and 3rd person singular kinship possession
- Review and extension 3 (one week)

Unit 5 (three weeks)

My Home

- 1st, 2nd and 3rd person possessors of inanimates
- Cislocative, translocative
- Review and extension 4 (one to two weeks)

Unit 6 (three weeks)

My Clothes

- Noun incorporation
- Dualic – colour words
- Review and extension 5 (one to two weeks)

Unit 7 (three weeks)

When I Get Up

- Serial verbs, imperatives
- Integration
- Review and extension 6 (one week)

Unit 8 (two weeks)

Let's Eat

- Noun incorporation
- Imperatives
- Review and extension 7 (two weeks)

Time

Two weeks

Teaching Points

- Common classroom expressions.
- 2nd person singular, dual and plural.

Purpose

- To give the teacher and pupils an opportunity to get to know each other.
- To learn the "ground rules" for language time.
- To establish a warm, happy climate, where language learning can be fun.

Material Needed

- One hand puppet (preferably a "Native" puppet).*

Language1. **Hello**

My name is ____.

What's your name?

What's his/her name?

His/her name is ____.

2. **Yes, no**3. **Me, you, him, her**4. Singular, dual and plural imperative forms for:
stand, sit, come, jump, turn around5. **Boy, girl**6. **Who is hiding?**

____.

Suggested Activities

1. Teacher can tell own name to class, and use hand puppet to introduce responses. Give the puppet a name, also. The classroom teacher might assist you ahead of time by pinning children's names on their clothing.
2. (a) Continue to use hand puppet. Play a game similar to "Button, button, who's got the button?", using a penny. Ask puppet: Does Tom have the penny? No. Does Jane have the penny? Yes, etc.
(b) Is your name Bob? No. Is his name Andy? Yes, etc.
3. (a) Continue to play the penny game. Ask: Who has the penny? Answer: Me, you, him, her.
(b) Ask: Who is Jane? etc. Answer: Me, you, him, her.
4. Have class obey instructions as a group and individually. It will be fun to let the puppet give the instructions from time to time.
5. Have puppet tell the teacher about all the children in the class: Sally is a girl. Bob is a boy, etc. Ask puppet: Is Jane a boy?
6. Let one child "hide" in the room.
(a) Ask puppet first and then the children: Who is hiding? Answer with a name.
(b) Ask: Is John hiding? etc. Answer: Yes, no.

Language Enrichment

For quick-learning classes, go back to Section 5 and repeat, using: John and Bob are boys. Jane, Sally and Ann are girls, etc. Use dual and plural forms. Ask questions with correct number but switch gender until responses are all correct, for example, Are Jane and Sally boys (dual)?

*This makes the introduction of question/answer situations easier but it requires some practice to feel comfortable with the voice changing and movements needed to make the puppet work.

Language

7. Bring me ____.
Put it on the table.
Thank you.
8. Take (her) the ____.
9. Take (him) the ____.
10. You two bring me ____.
You all bring me ____.
11. You two take her ____.
You all take her ____.
You two take him ____.
You all take him ____.
12. Integration
13. Put it on the chair.
Put it on the cabinet.
14. Is it on the table?
Is it on the chair?
Is it on the cabinet?
Yes, no.
(Objects with the same positional verbs)
15. Stand next to the chair.
Stand next to the table.
Stand next to the cabinet.

Time

Two weeks

Teaching Points

- Classroom objects.
- Locational suffixes.

Purpose

- To teach the children to recognize the names of common classroom objects.

- To begin their exposure to noun incorporation.

Materials Needed

- Classroom objects.
- Classroom furniture and fixtures.

Suggested Activities

7. Select a set of three to six objects handled by the students every day. Hold up one of the objects and name it. Then have a student bring you a similar object and put it on the table. Thank the student.
8. Using the same set of objects, have the students take the objects to girl students. Always refer to the receiver by name and look at her.
9. Have the students take the objects to boy students. Always use the receiver's name and look at him.
10. Assemble a collection of objects by having the students in turn and in groups bring you objects they have.
11. Call the students to the front by two's or three's and have them take objects first to the girl students and then to the boy students.
12. When the students are familiar with the objects and instructions, have them bring each other objects directly from their seats.
13. Have the students bring you objects and put them on the chair next to you. Redistribute the objects and then have the students bring them up and put them on the cabinet.
14. Put various objects on tables, chairs, and cabinets and then ask the students if this object is on the chair or if that object is on the table or if that object is on the cabinet.
15. Call individual students to the front. Tell each in turn to stand next to the table. When the instruction is established, begin to send some to stand next to the chair. Finally add the cabinet, etc.

16. Who is next to the table?**Who is next to the chair?****Who is next to the cabinet?**

16. Call three students to the front. Send one to stand next to the table, one next to the chair, and one next to the cabinet. Ask the students in turn who is standing next to one of the pieces of furniture.

Language Enrichment

For quick-learning classes, go back to Sections 7, 8 and 9 and have the student(s) take pairs of objects to the various locations, for example, the paper *and* pencil. You may also wish to introduce additional vocabulary items associated with the classroom, such as a sleeping-roll (if the children have a nap time) or a toothbrush.

Review and Extension

1

Time

One week

Suggested Activities

1. Play "Penny" (Section 2). Introduce a new token that can be incorporated into the verb and play the game again.
2. Play "Boy or Girl" (Section 5). Add duals if you haven't done so already.
3. Review the commands in Section 4. Add two or three new commands that would be useful in the classroom, in the singular, dual and plural, for example, open the door, give out the papers, etc.
4. Play "Who's Hiding?" (Section 6).
5. Review Section 14.

Unit 3

Where Is It?

12

Time

Two weeks

Teaching Points

- Locational suffixes.
- Positional verbs.

Materials Needed

- Talking book: The Lost Pencil (see page 31).
- Toy box (a cardboard carton will do – so much the better if it's attractively decorated) with about six toys in it. In selecting the toys, try to choose half which take one positional verb and half which take another, and be sure they are the same kinds of toys the children play with at home. Also ensure that both boys and girls will find something of interest in the box. One toy should be a large rubber ball.

Language

17. Talking book: The Lost Pencil

18. Game: Hide the Toy

19. Integration

Suggested Activities

17. (a) Go through the book two or three times. The children may enjoy making a choral response "no" with the tape, as they become familiar with it. See Appendices for suggested text.
(b) If possible, act out the story in the classroom.
18. Have one child hide his eyes, while the class hides one of the toys from the toy box. Name the toy frequently while it is being hidden and talk about the process.
(a) Teacher asks child who is "it" a variety of questions:
Is the ball on the chair?
Is it behind the cupboard? etc.
Teacher indicates place meant while asking each question. "It" replies yes or no.
(b) When class becomes proficient at this, play the game in the same way, but *without* indicating the places, as named.
Note: It might be helpful, the first time the game is played, to have the puppet be "it".
19. (a) Include "here" and "there" in previous activities, for example:
Here, on the table.
There, near the door, etc.
(b) Action chains (intransitive), for example: stand up, go to the window, turn around, come here, sit down, etc.
(c) Who is behind the door? etc. (You, me, him, Johnny.)
(d) Action chains (transitive):
Bring the pencil, ball, etc.
Put it on the table.

20. Game: To Whom?

20. (a) Children sit on floor in large circle. Teacher asks: Who wants the ball? When a child says, Me, teacher rolls the ball to him, and asks again: Who wants the ball? When another child says, Me, teacher tells the first child: Roll the ball to Tommy. Game proceeds in this way.
(b) Game can be varied by using other toys from the box. Teacher can say: Give the doll to Janie, etc.

Language Enrichment

For faster learning classes, introduce additional location phrases, such as "at the front/back of the room", "the table under the window", etc. When you introduce a new piece of furniture, be sure to use it with as many locational suffixes (or particles) as possible.

Review and Extension

2

Time

One week

Suggested Activities

1. Play "Bring Me" (Section 7). When you have collected several objects, combine "Bring Me" with "Take Him" (Section 9) and "Take Her" (Section 8).
2. Play "Bring Me" (Section 10) and "Take Him/Her" (Section 11), asking for several objects to be brought or taken, for example, a pencil and a piece of paper.
3. Play "Penny" (Section 2), substituting a new token for the penny. Choose a token that can be incorporated into the verb.
4. Review Sections 15 and 16.
5. Play "Hide the Toy" (Section 18).

Unit 4

My Family

14

Time

Four weeks

Teaching Points

1st, 2nd and 3rd person singular kinship possession.

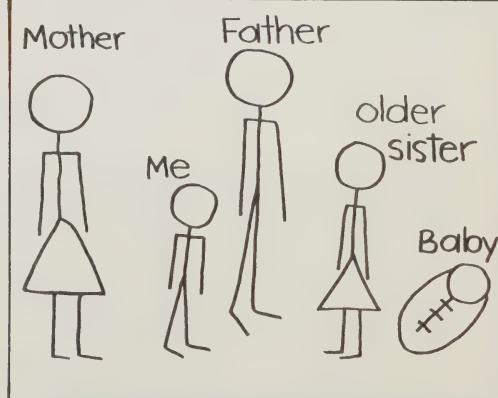
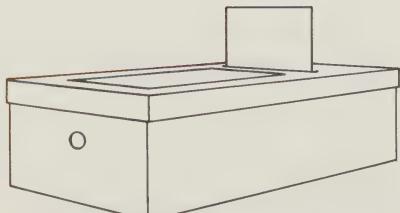
Materials Needed

- Large sheets of newsprint and tempera paint.
- Family photographs.
- Peep show box.

Notes on Materials: If possible, ask the classroom teacher to help you to prepare materials for this unit. Each child in the class should paint, on *large* newsprint, a picture of himself and his family. Since a kindergartener's art is not always easy to interpret, it would be helpful to have each member of the family labeled, at the time the child paints the picture.

In addition to their paintings, each child should be encouraged to bring in family photographs. This project might start at least a week ahead of the date you intend to use them. They could be pinned on the classroom bulletin board as they come in, and each child's name printed next to the photos he has brought.

A peep show can be made from a shoe box. Cut a large hole in the lid, and cover it with white tissue paper, to let the light through. Cut an eye hole at one end. At the other end, cut a slot, so that various picture cards can be dropped in. Leave the lid loose so that objects can be easily added and removed.



Language

21. 1st, 2nd, 3rd possession of mother, father
22. Integration
23. 1st, 2nd, 3rd possession of grandmother, grandfather
24. 1st, 2nd, 3rd possession of older sister, older brother, younger sibling
25. 1st and 2nd on masculine and feminine
26. 1st and 2nd on neuter
27. Integration

Suggested Activities

21. (a) Puppet looks at the children's paintings. Starting with "his mother", puppet points to various paintings, and says: Here is Tommy's mother, here is Jane's mother, etc.
 (b) Puppet then "paints" a picture, and says: Here is my mother.
 Teacher (to puppet): This is your mother?
 Puppet: Yes, this is my mother.
 Teacher (to class): This is (puppet's name)'s mother.
 (c) Proceed in same way with the term "father".
22. Pointing to a picture (or painting or photograph) teacher asks: Whose mother is this? (Mine, his, etc.)
23. Proceed in same way as for Sections 21 and 22.
24. Proceed in same way as for Sections 21 and 22. Ask the names of the brothers and sisters as they are identified. The children will all want to tell you the names of their siblings. It will be important, at this point to *ensure* they understand these terms. You may do so by having (previously with the classroom teacher) the names and relative ages of the siblings marked on the children's art work. Avoid later confusion by preventing any errors now.
25. Use the children's photographs in the peep show box.
 - (a) Ask: Do you see John's mother? Yes, no.
 - (b) Ask: Whose mother do you see? John's.

Note: Remember that the puppet can "look" too, and will set a good mode for the children to follow.
26. Select a number of objects previously learned, and play the peep show game with them, asking: Do you see a pencil?

Note: In order to keep the whole class interested while one person looks into the box, teacher should show the whole class (except the one who will look) what is being put in. This will increase interest, and also ensure best exposure to language being used.
27. Play the peep show game using both animate and inanimate items.

Language Enrichment

For faster learning classes, have the students bring in dress-up clothes and take turns being parents, grandparents or siblings to each other and have them take each other various objects or bring the make-believe parents and grandparents to various points in the classroom. You can use this make-believe situation to introduce the words for "child" and "grandchild".

Review and Extension

3

Time

One week

Suggested Activities

1. Play "Who's Hiding?" (Section 6). Hide two children if the room permits, using the duals of the verbs.
2. Review Sections 13 and 14 adding a few new classroom objects, if possible, that two children can carry together and add duals.
3. Review Sections 15 and 16 adding new items to stand next to, for example, the waste can, the water fountain, etc.
4. Play "Hide the Toy" (Section 18). Use the new items added above.
5. Play "To Whom?" (Section 20) adding a new verb or two, for example, "slide", for objects that will slide easily, or "throw" for soft things. Demonstrate each verb as you introduce it. Occasionally, "who" wants something that is not in the circle; send a child for the item.



Unit 5

My Home

Time

Three weeks

Teaching Points

- 1st, 2nd and 3rd person possessors of inanimates.

- Cislocative, translocative.

Materials Needed

- Flannelboard representing the rooms of a house.

- Flannelboard figures representing family members.

- Flannelboard figures of the toy box items.

- Paper, crayons, paint, flannelboard tape.

Language

28. **My house.**
Your house.
Bob's/Alice's house.
Is this _____'s house?

29. **I'm putting my father, mother, etc. in the kitchen.**
My father is in the kitchen, etc.
Is my mother in the kitchen?
Yes, no.

30. **Put your father in the bedroom.**
Is Bob's father in the bedroom?
Yes, no.

31. **Your ball, my ball, etc.**
My ball is in the _____.
32. **Give your ball to Susan.**

Suggested Activities

28. Have each child draw a large picture of his house and draw and cut out figures of each of their family members. Put flannelboard tape on the back of each figure. (You may wish to ask the classroom teacher to get the children to do these drawings ahead of time.) Identify the picture of a house you draw as "my house" and have each student bring his picture to the front in turn and identify it as "Bob's house" or "Alice's house". When you have several houses, start asking: Is this Alice's house? etc.

29. Identify a set of family figures as "my father", "my mother", etc.
(a) Put each in a separate room and describe your actions.
(b) When they are located, tell where each is several times, then ask the class, Is my father in the _____? to get "yes" or "no" answers. In the first questions keep the room correct and change the person.
(c) Repeat (a) and (b) letting the puppet place the figures.

30. Call a student to the front and have him hold up his family figures in turn, identifying each as "your father", "your mother", etc.
(a) Have him put each in a different room which you name and point to. Give each child a turn.
(b) When the game is going smoothly start asking, Is John's father in the _____? for "yes/no" answer. Toward the end you can start to ask the wrong room.

31. Repeat Sections 30 and 31 using the toy box figures. Be sure to identify each as "your ball", etc.

32. Seat the children in a circle and play "To Whom?" (Section 20). When the game is well recalled, give

33. Frank, give John's pencil to Angela.

out objects which you designate to the receiver as "your ball", "your block", etc. Play the game again with the instruction, "Fred, give your block to Hope", etc. Try to give each child an object different from the one he has and have the receiver pass his old object to someone new.

33. Repeat Section 32 but this time have the child present the object of the one beside him to the receiver. Then choose a child next to the receiver as the new presenter. (Point a lot.)

Language Enrichment

For faster learning classes, introduce the names of non-classroom items of furniture in the flannelboard house and have them place their family figures next to or on the furniture. Ask yes/no questions about the location of the figures.

Review and Extension

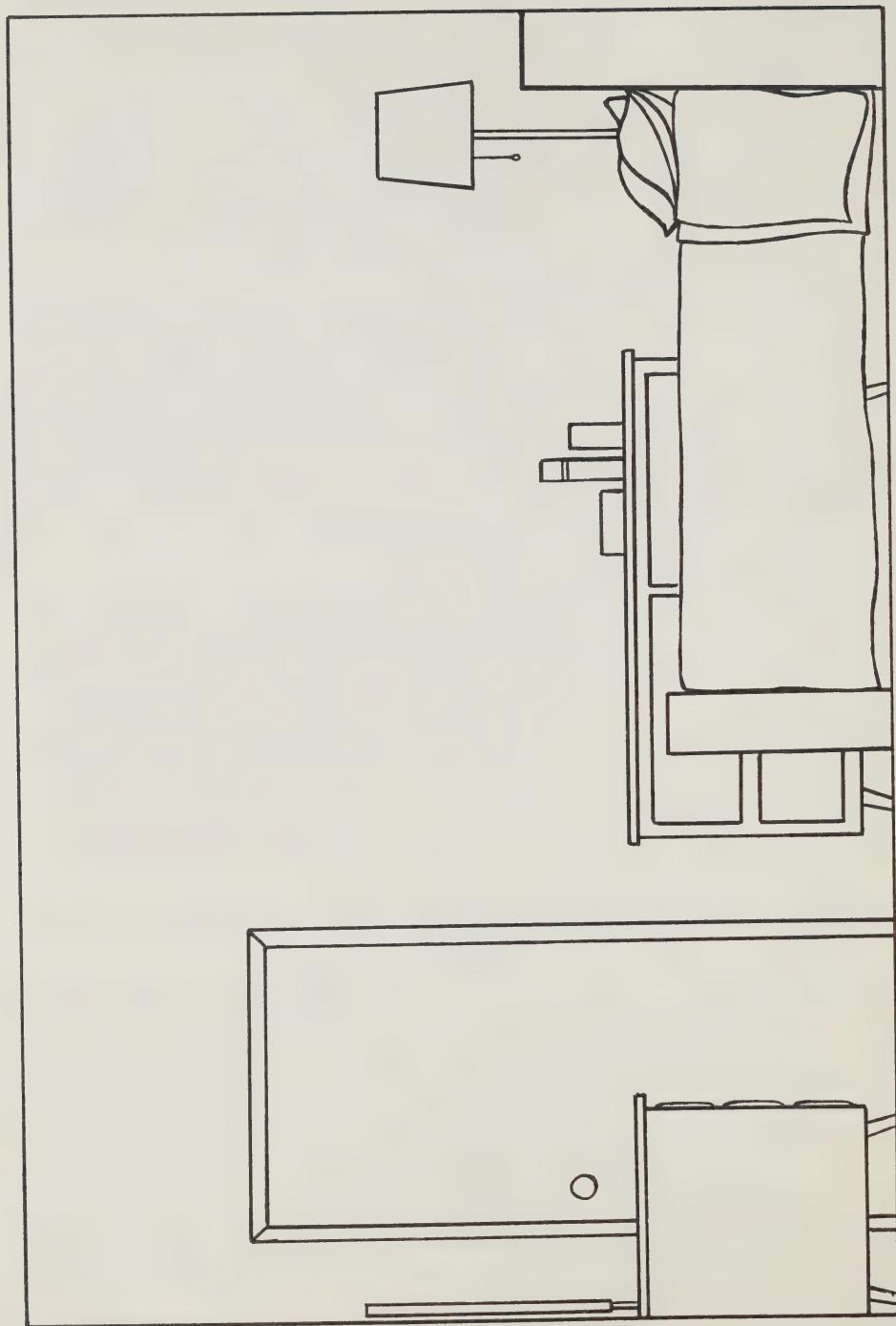
4

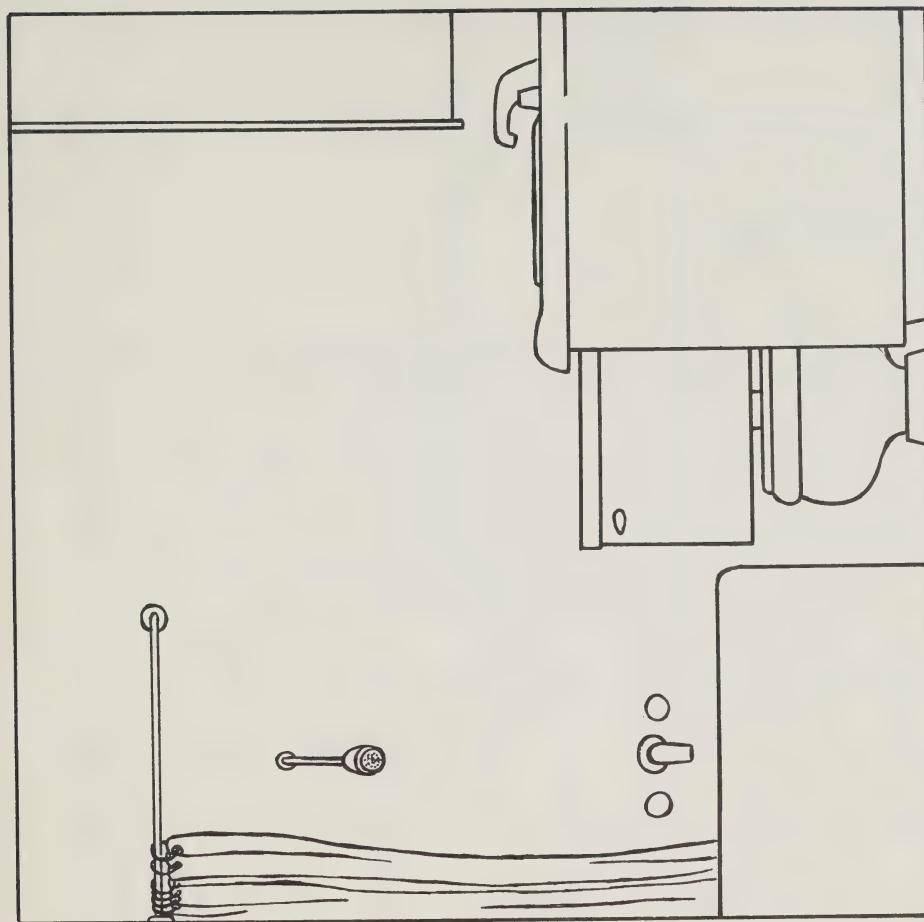
Time

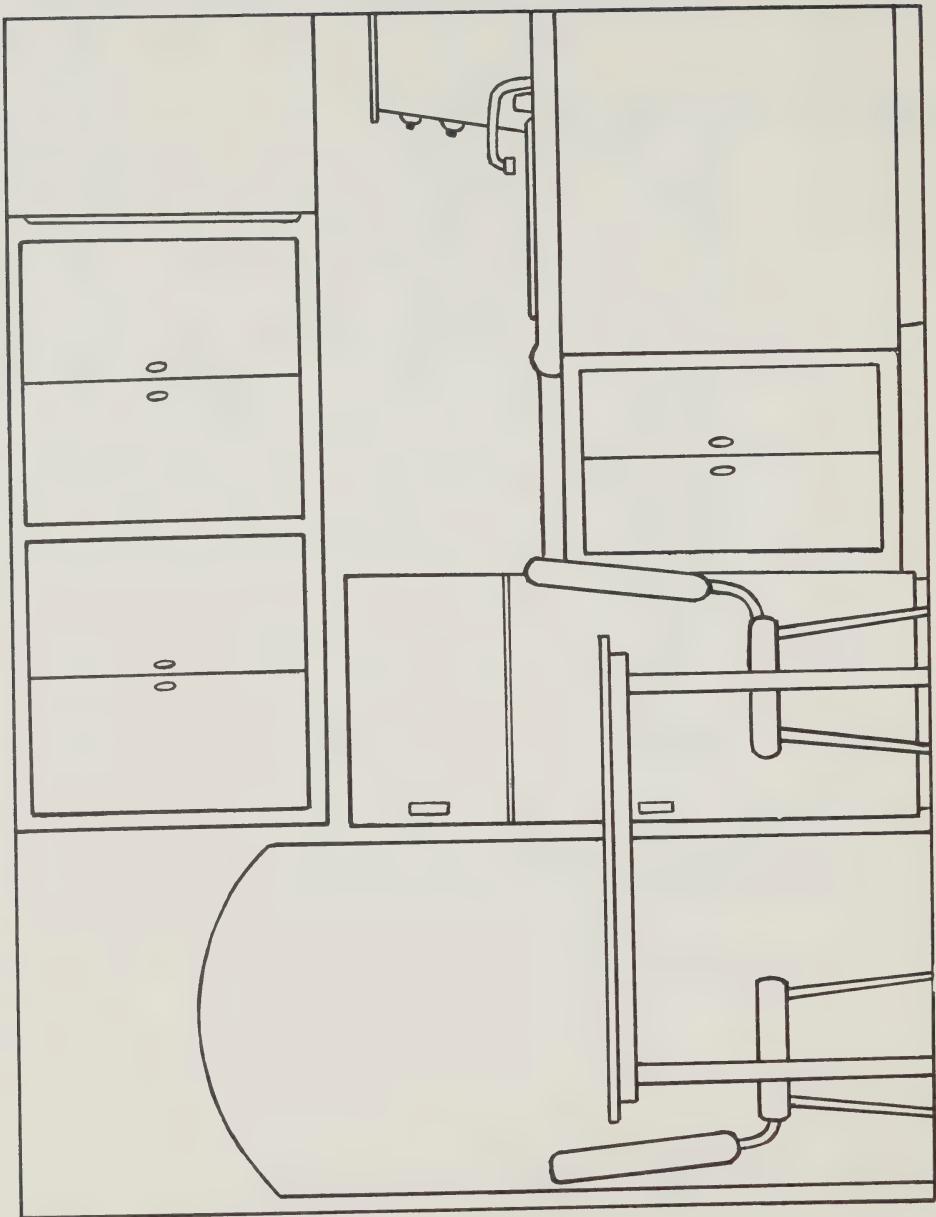
One to two weeks

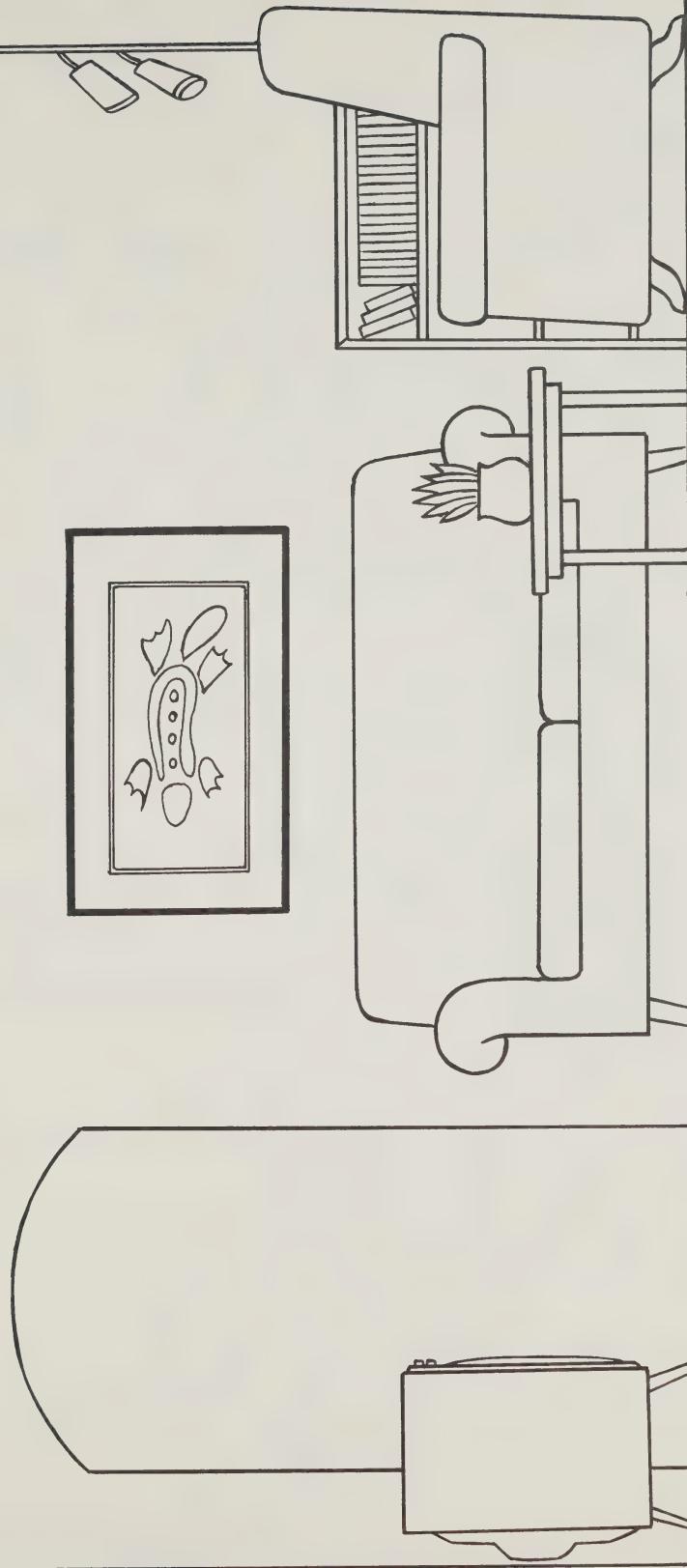
Suggested Activities

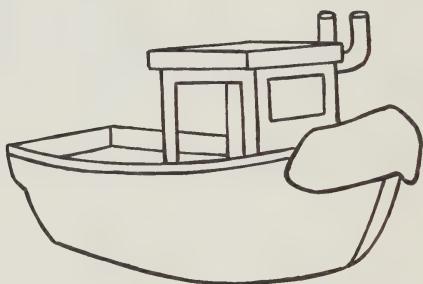
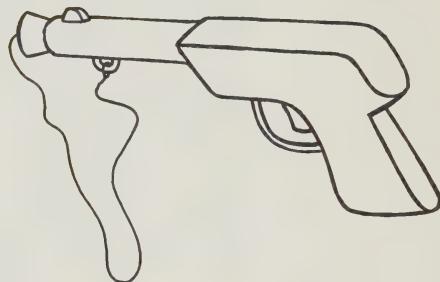
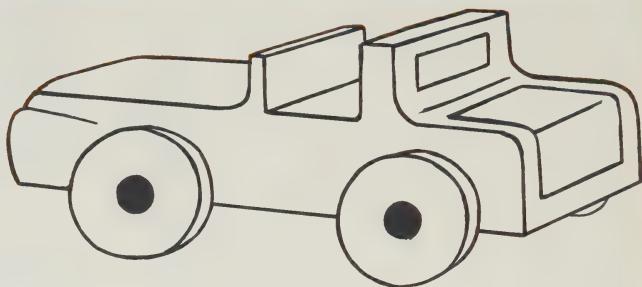
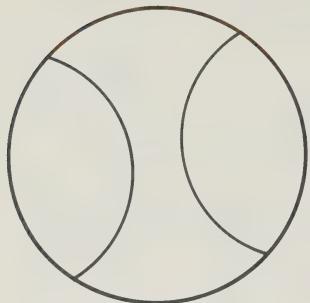
1. Bring a cloth sack (laundry bag) to class. Review vocabulary by putting classroom objects or toy box items in the bag. Let each child in turn identify an object he didn't see put in the sack by feeling the sack and answering, Is it ____? When the children understand the game, send one child to the cloakroom with the sack and several objects, to put an item that only he knows in the sack.
2. Play "Peep Show" with family photos. Begin by having each child hold up his photo or photos in turn.
3. Review talking book: The Lost Pencil (Section 17).
4. Play "Dress-Up" from the language enrichment section of Unit 4.
5. Make a race of "The Lost Pencil" game by having the children make two teams and race in pairs. As you ask each question the two children run to the place named and put a hand "on the table" or "under the chair" or wherever and run back to their team. The one who makes it back first receives a point. If you have three teams, the first back gets two points and the second gets one. If the teams are make-believe families, each set of competitors can play a role and you can ask, "Is it on the table, father?" and the children playing father on each team will race.











Time

Three weeks

Teaching Points

- Noun incorporation.
- Dualic – colour words.

Materials Needed

- Children's own outdoor clothing, other articles of children's clothing as specified.
- Sock-O Game, coloured squares and clothing cut-outs (See page 37 for instructions for Sock-O game.)

Language

34. **Put on, take off your mittens
your hat
your coat
your boots**

35. **(My, your, his) clothing.**

36. **This (one), that (one)**

37. **Integration**
(a) Interrogatives
(b) Locatives
(c) Kinship

38. **Blue shirt, green shirt, etc.**

39. **Sock-O Game**

Suggested Activities

34. Have class bring their outer clothing from the cloakroom to their seats. Have them put on and take off the various articles on demand.

35. Put clothing belonging to various children together in a pile.
(a) Ask: Whose is this? (Mine, yours, his.)
(b) Ask: Is this my coat? (or your mittens, his hat, etc.)

36. Spread the articles of clothing out so that there is some distance between items. Ask: Which one is Tommy's coat? Is it this one? Is it that one?

37. Use the vocabulary of Unit 6 in different structures:
(a) Do you see Joe's coat? etc.
(b) Is your coat at Betty's house? (Use clothing cut-outs and the children's house drawings.)
(c) Is this your father's coat? (Play "Dress-Up" from the Language Enrichment section of Unit 4 and ask the children about those playing other family members.)

38. Use squares of coloured paper to introduce the colour words and let individual students identify the colours by pointing to the squares on the blackboard ledge. When the identification is well established, substitute coloured cut-outs of clothing items or silhouettes of clothing cut from coloured paper. As each item of clothing can be identified, go on to another.

39. Play "Sock-O Game" with the children. Letting each one make a game card can help reinforce the clothing and colour words. When you call the items to be marked, always use the incorporated noun first and then repeat the call using the unincorporated form. In early play you will want

to have the item you draw clearly visible to ensure that the children understand the call. Later you can cover the counter until after you call it the second time.

Language Enrichment

For faster learning classes, add the dual and plural possessors of the clothing items using phrases such as "Bob and Tom's coats", etc., in some of the preceding exercises.

Review and Extension

5

Time

One to two weeks

Suggested Activities

1. Review Section 28. Put four house drawings on the four sides of the room and send one child to "Sally's house" and the next to "Tommy's house" and so on. As they go, the children take their own house drawings and replace the house they go to with their own, returning the old house to its owner. This makes it a memory game, as well.
2. Introduce the words for "school, store, post office", or whatever the children will know from your community. Have the students make drawings of each building. If you have four buildings, you can play the above game again having the children take their own store picture to the store, etc.
3. Play "Peep Show" with classroom and toy box items or pictures.
4. Review "The Lost Pencil" (Section 17) and have the children put objects in the various locations as you name them.
5. Have the children distribute classroom and toy box objects around the room by putting them where they are told. Divide the class into two (or three) teams and have pairs, one from each team, compete for points by answering yes/no questions about the locations of objects. Vary the object and location questioned.

Time

Three weeks

Teaching Points

- Serial or aorist verbs.
- Imperatives.
- Masculine and feminine, dual and plural.

Materials Needed

- Talking books: Peter Gets Up; Mary Gets Up.
- A mat or blanket, a play basin, a table, flannelboard house and figures.

Language

40. Talking book: Peter Gets Up

41. Talking book: Mary Gets Up

42. Interrogation

43. Father is getting up.

Integration

44. The boys are getting up, etc.
The girls are getting up, etc.

45. Interrogation

Suggested Activities

40. (a) Go over the first talking book a number of times until the children are familiar with it.
(b) Act out the story of the book pantomiming each action as you tell it.
(c) Call a student of the same sex as the first book's character to the front and identify him/her to the class as the "get-upper". Instruct the student to perform each action in turn while you turn to the appropriate page of the book. As the student pantomimes, repeat the story to the class.
(d) Call other students to act.
41. Go through the second talking book as in Section 40.
42. As the students get used to being the "get-upper", have them act out the book and ask yes/no questions about what they're doing, Is he washing his face?
43. Using the flannelboard and family figures, tell the "get up" story about each figure in turn, letting one of the students take the appropriate figure through the house.
44. Use Section 5 to teach boys and girls. Call two boys or two girls to the front of the room and have them act out the story together. Describe the action as they perform it.
45. After the duals are well established, have pairs of boys or girls act out the story. Ask yes/no questions as they act out the story.

Language Enrichment

For classes which learn quickly you may add the phrases for the various rooms in which the actions are performed as they are shown on the flannelboard.

Father is getting dressed in the bedroom.

Mother is eating in the dining room.

Review and Extension

6

Time
One week

Suggested Activities

1. Have the children draw quick pictures of each of the rooms in the flannelboard house. Encourage them to make the rooms look like their own houses. Put a picture of a different room on each of the four classroom walls and send each child by turn to the various rooms. As a child goes to a room, he replaces the picture of the room with his picture and returns the old picture to its owner. Once the game is going well you can have several children moving at once.
2. Review the "put on" and "take off" verbs from Section 34. Send the students by pairs or three's to put on and take off different items of clothing to introduce the duals and plurals. Make a race of it, having a child from each team race to put on the item of clothing named and return to his team. The team whose runner is back first gets a point.
3. Play "Penny" (Section 2) using each of the items you have introduced as tokens in turn. Introduce a new token which is an incorporatable noun and play the game using two items at a time. Give the two items to different children, but ask questions about all of the tokens you have used.
4. Play "Sock-O Game".
5. Review the household furniture from the Language Enrichment section of Unit 5 or introduce that material.

Time

Two weeks

Teaching Points

- Noun incorporation.
- Imperatives.

Materials Needed

- Paper plates and cups, plastic knives, forks, spoons.

- "Play" food or pictures of food cut from magazines and pasted onto the paper plates.

Note: In selecting the foods to teach, (a) limit yourself to the number you think your class can reasonably handle, and (b) choose foods that they actually eat from day to day in their own homes.

- A table and a small cupboard would also be useful.

Language

46. Bring the ____.

47. He's eating ____.

She's eating ____.

48. Pass him the ____.

Pass her the ____.

49. Integration

50. Bring the knife, fork, spoon, cup, plate.

51. Put the ____ on the table.

Put away the ____.

Thank you.

Suggested Activities

46. Have the children bring you, on plates, the various foods you ask for.

47. Have the students pantomime eating the foods. Describe what the students are doing as they eat.

48. Class may sit in a circle, and pretend to be having a feast, passing foods to each other on request.

49. Who has the meat? (Jane, you, me, etc.)

Is this bread? (Yes, no.)

Where is the potato? (Here, there.)

50. If each child has a set of paper and plastic tableware, he can hold up each item as you name it, for vocabulary drill. Be sure, however, to end with the full sentence, "Bring the ____" acted out.

51. The children can dramatize a whole meal: setting the table, "come to the table", passing things and pretending to eat, tidying up afterward.

Language Enrichment

For quick-learning classes, some of these phrases could also be incorporated:

Wash the (cup, plate, etc.).

Bring the soap.

Bring a towel.

Eat the (food).

Put water in the cup.

Put soap in the water.

Drink water.

Bring flowers.

Put flowers in the cup.

Put food on the plate.

Review and Extension

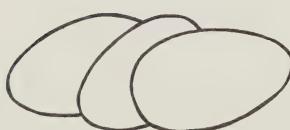
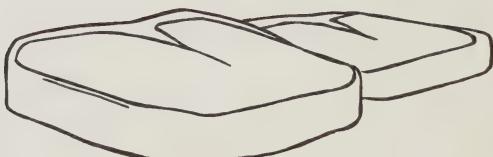
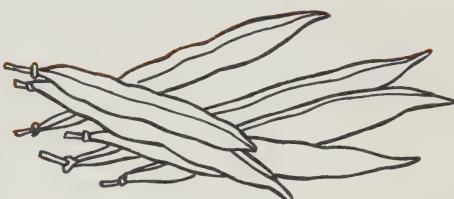
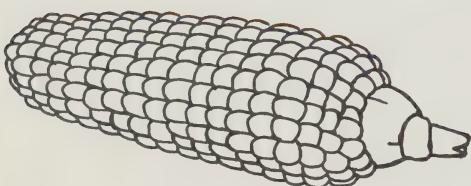
7

Time

Two weeks

Suggested Activities

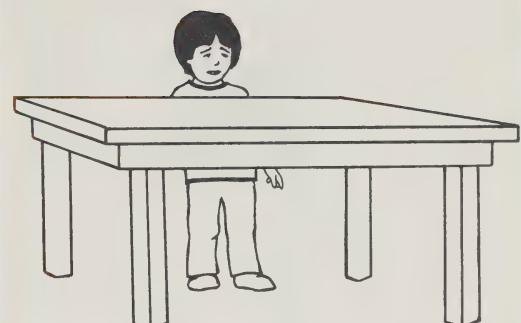
1. Review talking books: Peter Gets Up; Mary Gets Up (Sections 40 and 41).
2. Play "Sock-O Game".
3. Review the family members using the children's family picture from Unit 4.
4. Review the houses and buildings from Section 28 and Part 2 of Review and Extension 5.
5. Review the rooms from Sections 29 and 30.
6. Review talking book: The Lost Pencil.
7. Review Sections 15 and 16.
8. Play "Hide the Toy" (Section 18).
9. Review Section 48.



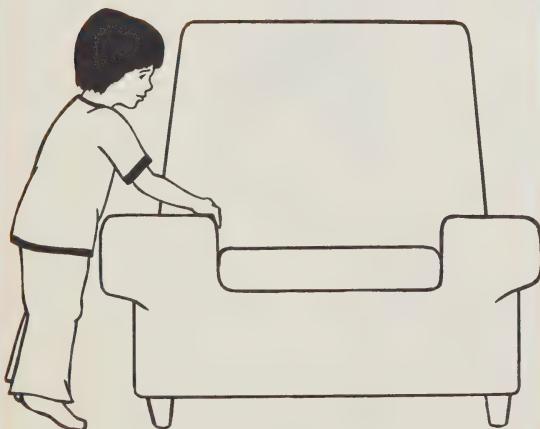
1



2



3



4



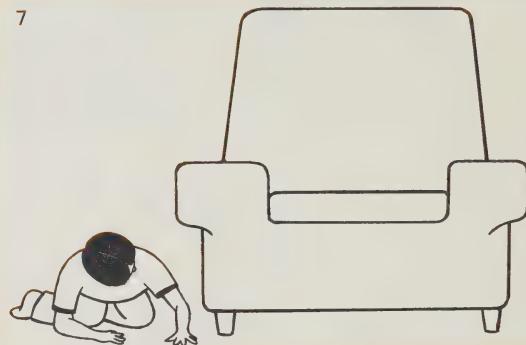
5



6



7



8



9



Talking Book

Peter Gets Up

(Unit 7)

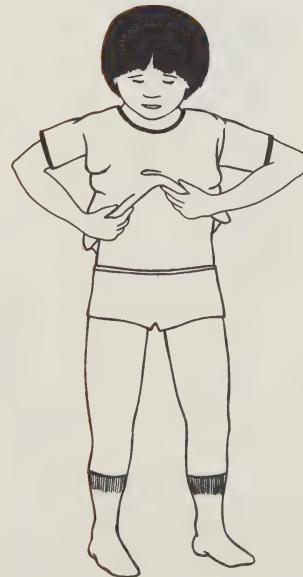
1



2



3



4



5



6



7



Talking Book
Mary Gets Up
(Unit 7)

1



2



3



4



5



6



7



Sock-O Game

(Unit 6)

Sock-O is a lotto (bingo type) game intended for play by children who are learning to hear and understand but cannot yet speak much of their second language.

Instructions to Make a Sock-O Game

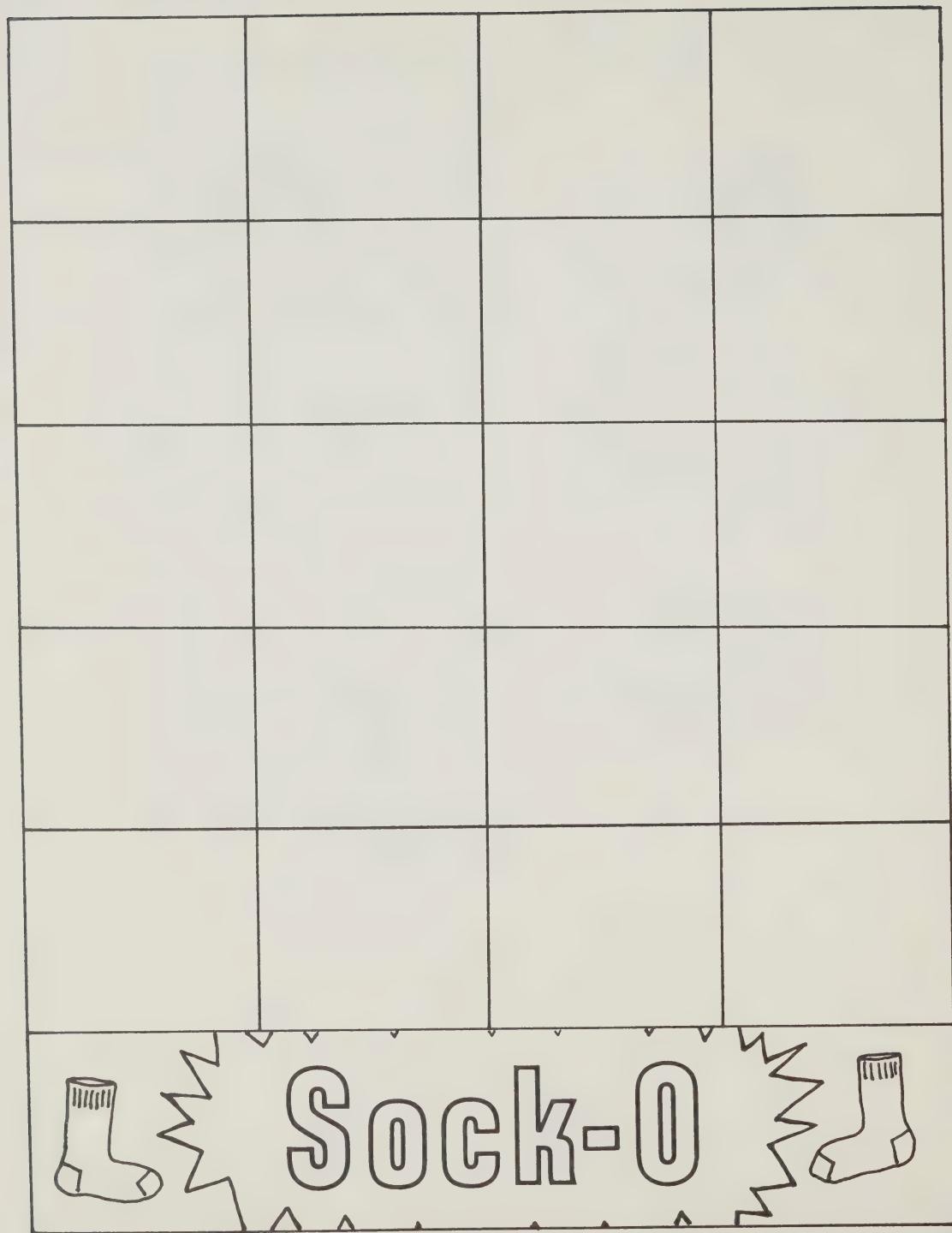
1. Make a blank card for each student.
2. Have each student colour the row of blank spaces at the top of the card with this sequence of colours: blue, green, yellow, red.
3. Make copies of the sheets of clothing pictures.
4. From these sheets cut out vertical strips of four items.
5. Give each child four different sets of vertical strips.
6. Have the students colour the items of each strip with the colour at the top of that strip, so that there will be a strip with all blue items, a strip with all green items, etc. (You may want to give out the strips one at a time.)
7. Have the students paste each strip on the card under its own colour.
8. Let the students colour the title (Sock-O) imaginatively.
9. Make yourself a set of clothing pictures (counters) to draw from when calling.

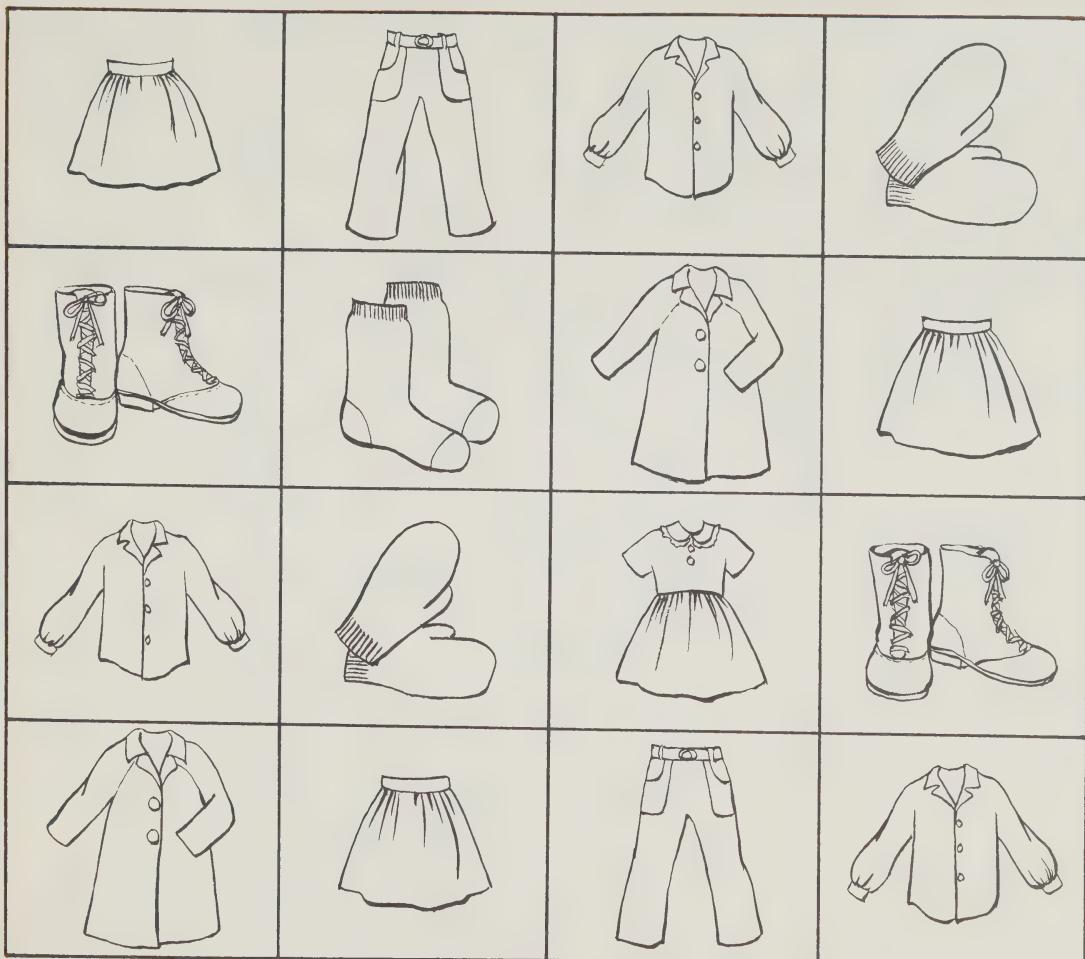
Note: On your set, there should be four counters for each clothing item, one in each colour, for example, a blue sock, a green sock, etc. These counters should be large enough to be seen across the room when held up.

How to Play

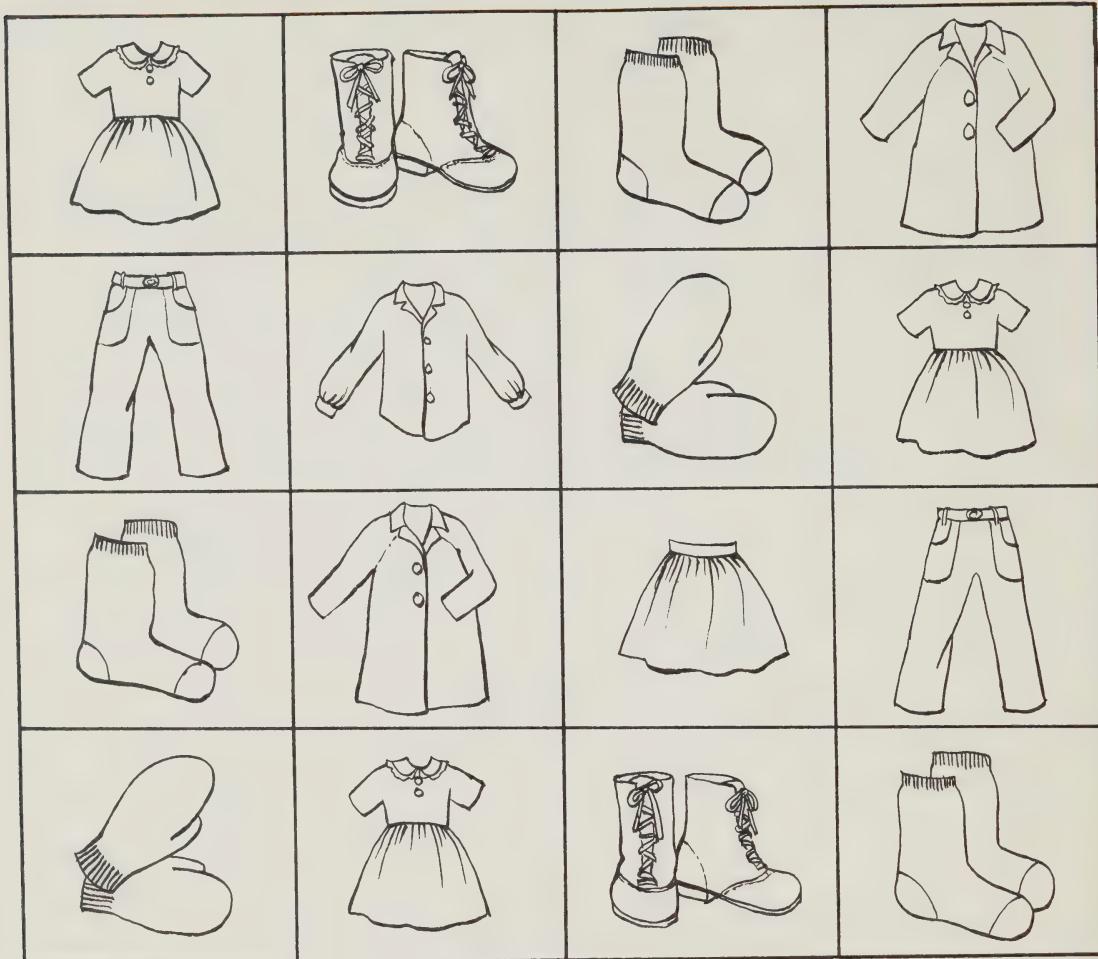
The caller (teacher) draws a counter. If, for example, (s)he draws the blue coat, (s)he first calls out the incorporated noun phrase, so that the students who understand the more complex phrase have a small time advantage, and then calls out the unincorporated phrase for the students who still haven't mastered incorporation. In the early stages of the game, the teacher should show the picture as (s)he calls the first phrase, in order to reinforce the meaning. In the later play, (s)he should show the picture only after (s)he has called both phrases, so that learning the language phrase is encouraged. Remember that we are teaching the native language so that if the native language word for "shirt" is the same as the word for "coat", the student may cover either item when the word is called and be correct. The first student to cover one straight row of four pictures in any direction is the winner.

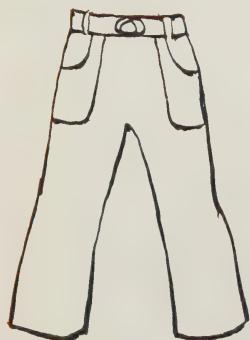
This same game can be played with other sets of vocabulary as well. For instance, if your class knows the words for boy, boys, girl, girls (or boy, girl, man, woman) and five or six verbs, you can make a card with figures representing a boy, boys, a girl, and girls at the top of the columns and stick figures representing the various verb activities in each of the playing spaces and call out a sentence, for example, "They (masculine plural) are swimming", and then "The boys are swimming", so that the time advantage goes to the students who understand the pronominal prefixes.





Sock-O Game





The following appendices give a list for each language of the specific words and phrases which the preparers of this curriculum intend for classroom use. This is done for two reasons. First, it will simplify the lives of both teacher and student if the teacher dealing with a transfer student can know that the student has learned – at least – a given set of material in his other school. Second, it is not always clear from the English text which inflectional form in the native language was intended.

It will probably happen on occasion that, for an individual teacher, the word or phrase given is not the usual one in the community or in that teacher's language habits. When this happens, it is likely that little harm will result, in the case of a single word, if the teacher simply substitutes the more common word in the lesson. On such occasions, it is a good idea to check with the other teachers to be sure that everyone is agreed on the teaching points of the lesson and that the intended change will not affect the other lessons adversely.

Appendix A (Mohawk)

The following is a list of words and phrases in Mohawk which give the linguistic material intended for use in the preceding Kindergarten lessons. The spelling system and dialect are those of the St. Regis Reserve. Teachers accustomed to the spelling used in the schools on Six Nations Reserve can convert the spelling system simply by changing those i's which sound like English y to y (e.g. iáh **no** will be rewritten yáh), by changing tsí to jí or j (e.g. otsí:tsia **flower** will be rewritten ojí:ja), and by changing the vowels written en and on to ē and ö respectively (e.g. kéntsíon **fish** will be rewritten kékjö). Some words at Six Nations have ty where the word from St. Regis has ki (e.g. sákien **sit down** and sátyé **sit down**). These should cause no major problem.

Introduction: hén **yes**, iáh **no**, i:se' **you**, i:'i **I/me**, ráonha **he/him**, akáonha **she/her**, áonha **it**, kí:ken **this (one)**, thí:ken **that (one)**.

1. **Shé:kon.**
(Name) iónkiats.
Nahò:ten ní:se' iesá:iats.
Nahò:ten ne ronwá:iats/iontákiaits.
(Name) ne ronwá:iats/iontákiaits.
2. hén, iáh.
(a) (Name) ken rohwistaien/iakokhwistaien.
(b) (Name) ken iesá:iats/ronwá:iats/etc.
3. i:'i, i:se', ráonha, akáonha.
(a) Onhka' iakohwistaien.
(b) Onhka' (name).
4. téhsta'n, teseni:ta'n, tesewá:ta'n.
sákien, tsiákien, sewákien.
káts/kenh nón tá:se', kenh nón tå:sene', kenh nón tå:sewe'.
5. raksá:'a, ieksá:'a.
Raksá:'a/leksá:'a ne (name).
Raksá:'a/leksá:'a ken ne (name).
6. Onhka' iakotahséhton.
(Name) ken rotahséhton/iakoktahséhton.
7. Skóha ne (Object).
Atekhwahráhne ihsren.
Niá:wen.
8. (Object) tashé:ion (name).
9. (Object) táhtsion (name).
10. Tasení:ha ne (object).
Tasewá:ha ne (object).
11. Taiehtsí:ion ne (object).
Taiehtsí:ion ne (object).
Tahtsiseñi:ion ne (object).
Tahtsisewá:ion ne (object).

13. Ani'tskwahráhne íhsren (ne (object)).
 Atekhwahráhne íhsren (ne (object)).
 Karontotserà:ke íhsren (ne (object)).
 Ohson'karà:ke itsien (ne (object)).

14. Atekhwahráhne ken káhere' ne (object).
 Ani'tskwahráhne ken káhere' ne (object).
 Ohson'karà:ke ken ká:ien' ne (object).

15. Ani'tskwahratseráktá' téhsta'n.
 Atekhwahratseráktá' téhsta'n.
 Akta' tsi tekatsiserá:ton téhsta'n.
 Akta' tsi ka'nhoká:ronte' téhsta'n.

16. Onhka' ani'tskwatseráktá' i:rate'/i:iete'.
 Onhka' (location phrase from Section 15)
 i:rate'/i:iete'.

Toy Box: ahthén:no' **ball**, kahonwé:ia' **boat**,
 ka'náhkon **drum**, ká:sere **car**,
 akehra'són:'a' **dishes**, ato'tsí:ne **skates**,
 káhonre' **gun**, kaia'tón:ni **doll**.

17. Construct your talking book from some combination of the following possible locations.
 Wahohiatonkón:ti ne (name).
 Ka' niaháhe' ne raohiátonhkhwá'.
 Ohson'karà:ke ken ká:ien'.
 Ani'tskwahratseráktá' ken ká:ien'.
 Karontotserà:ke ken káhere'.
 Atekhwahratseró:kon ken ká:ien'/i:ron.
 Ani'tskwatseró:kon ken ká:ien'/i:ron.
 Karontotserá:kon ken i:wa'.
 Ka'nerohkhwá:kon ken i:wa'.
 Karontotseró:kon ken ió:ron.
 Kahiatonhseró:kon ken ió:ron.

18. (Location from Section 17) ken ká:ien' ne (doll/gun).
 (Location from Section 17) ken káhere' ne (other toy).

19. (a) kahnón:, thonón:.
 (c) Onhka' íhsí na'ka'nhohati íkiete'.

20. Onhka' teiakotonwentsí:ni ne (object).
 (Name) táhtsí:ion/tashé:ion ne (object).

21. (a) (Name) ro'nistéhna kí:.
 (Name) ako'nistéhna kí:.
 (b) Ake'nistéhna kí:.
 T: Sa'nistéhna ken.
 P: Hén, ake'nistéhna.
 T: (Puppet) ro'nistéhna kí:.
 (c) ro'niha, ro'niha, rake'niha, ia'niha.

22. Onhka' ako'nistéhna/ro'nistéhna kí:.
 Onhka' ro'niha kí:.

23. rohsótha', ohsótha', akhsótha', sahsótha'.
 rohsótha', rohsótha', rakhsotha', iahsótha'.

24. rotcí:'a, otsí:'a, aktsí:'a, satsí:'a,
 rotcí:'a, rotcí:'a, raktcí:'a, iatsí:'a,
 khe'kén:'a, she'kén:'a, etc.
 ri'kén:'a, hetse'kén:'a, etc.

25. (a) leià:tare' ken (name) (female kinsman).
 Raià:tare' ken (name) (male kinsman).
 (b) Onhka' (female kinsman) kí: ieia:tare'.
 Onhka' (male kinsman) kí: raià:tare'.

26. (Object) ken kí: i:kare'.

28. akenónhsa', sanónhsa', raonónhsa',
 akonónhsa'.
 (Name) ken raonónhsa'/akonónhsa' kí:ken.

Rooms: tsi iekhonniáthá' **kitchen**,
 tsi ionnonhwétscha' **bedroom**,
 tsi kanonhsí:io **living room**,
 átste tsieientákhwá' **bathroom**.

29. (a) (Room) iahí:teron'/iakhé:teron' ne (kin term).
 (b) Atste ken tsieientákhwá'/(room name) ken iehèn:teron/ieiè:teron ne (kin term).

30. (a) (Room) ia'tshi:teron/iahshé:teron ne (kin term).
 (b) (Room) ken iehèn:teron/ieiè:teron ne (name) (kin term).

31. (Room) iahá:tsien ne (object).
 sahthén:no', akwahthén:no', raothén:no',
 acohthén:no'.
 sahonwé:ia', akhonwé:ia', raohonwé:ia',
 akohonwé:ia'.
 sa'náhkon, ake'náhkon, rao'náhkon,
 aco'náhkon.
 sà:sere, akè:sere, raò:sere, akò:sere.
 sakehra'són:'a', akkehra'són:'a',
 raokehra'són:'a', akokehra'són:'a'.
 sato'tsí:ne, akwato'tsí:ne, raoto'tsí:ne,
 akoto'tsí:ne.
 sáhonre', ákhonre', rao'honre', akóhonre'.
 saia'tón:ni, akia'tón:ni, raoia'tón:ni,
 acoia'tón:ni.

32. (Name) tahshé:ion/táhtshion ne (object).
 33. (Name) tahshé:ion/táhtshion ne (name) (object).

34. put on **take off**

tesa'niá:nawen	tesa'nianawénksi
sanonhwaró:ro'k	sanonhwaroró:ksi
sakià:tawí't	sakia'tawí'táhsí

35. Onhka' ako'niá:nawen'/rao'niá:nawen'.
 Onhka' akokià:tawí/raokià:tawí.
 Onhka' akonòn:warore'/raonòn:warore'.

36. Ka' niká:ien ne (name) (clothing).
 38. onekwéhntara', orón:ia', otsí:nekwar, óhonte',
 athéhsa, kahón:tsi, kará:ken.
 akià:tawí, atháhsteren, oíà:kara', áhta, ká:ris
 o'wháhsa'.

Use first: (Colour) niwahsohkó:ten ne (clothing).

Then use: (Colour) niwakia'tawí'tseró:ten.
 (Colour) niwathahsteren'tseró:ten.
 (Colour) nikaiá'karó:ten.
 (Colour) niwahtháhkó:ten.
 (Colour) nikariseró:ten.
 (Colour) nika'whahsó:ten.

Appendix B (Cayuga)

Sock-O Game: In calling use the sentences from the second list of Section 38 first and then switch to those from the first list.

40. Wahatkétsko' ne (name).

Wahatkonhsóhare' ne (name).

Wahahtsíohare' ne (name).

Wahatseronniánion' ne (name).

Wahatkoróthiwe' ne (name).

Wa'thatskáhon' ne (name).

Wahatenawiróhare' ne (name).

Wahateweienhstá:ne' ne (name).

(Present Section 41 first if the class has more girls.)

41. Wa'ontkétsko' ne (name).

Wa'ontkonhsóhare' ne (name).

Wa'onhtsíohare' ne (name).

Wa'ontseronniánion' ne (name.)

Wa'ontkoróthiwe' ne (name).

Wa'kiontskáhon' ne (name).

Wa'ontenawiróhare' ne (name).

Wa'ontweienhstá:ne' ne (name).

Foods: ó:nenhste' **corn**, ohnennná:ta' **potato**, o'wá:ron **meat**, o'rhotseri **string beans**, osahé:ta' **beans**, onéhsio **cabbage**, otsíhkwa' **carrots**.

46. Táhsha ne (food).

47. ranéhstaks ienéhstaks

rahnenná:taks

iehnennná:taks

ra'wá:raks

ie'wá:raks

ra'rhotseraks

ie'rhotseraks

rasahé:taks

iesahé:taks

ranehsío:taks

ieheshío:taks

ratsíhkwaks

ietsihkwaks

48. Tátshion ne (food).

Tahshé:ion ne (food).

49. (Name) ken ráhawé'/iéhawé' ne (food).

50. Tahsha ne (utensil).

á:share' **knife**, tsiahwistákhkwa' **fork**, atókwa **spoon**, teionthnekontákhkwa' **cup**, aké:ra' **plate**.

51. Atekhwahráhne ihsren ne (utensil).

Sateweiè:ton ne (utensil).

Niá:wen.

loh.

The following list of words and phrases in Cayuga gives the basic set of linguistic material intended for use in the preceding Kindergarten lessons. The spelling system used here is designed to reflect the internal structure of Cayuga and is different from the system used in some other school materials in that it does not use the letters d and g. This spelling can be converted to the other system by changing t to g before vowels, y, w and r, unless that letter is underlined, by changing t to d before vowels, w and r, unless that letter is underlined, and by dropping h when it follows t, k or s. For some speakers some of the words in these lessons will be pronounced with ty where we have written ky. Some speakers also pronounce the sequence sr as fr. Native speakers should have no trouble recognizing these words and making the necessary adjustments. Syllables which are underlined are shortened in pronunciation and the h or ' (glottal stop) at the right of the line will be pronounced at the left of the line (e.g. the word yahsó:t **your grandfather** will be sounded hysó:t and the word ya'tsi:ah will be sounded 'yatsi:ah).

Introduction: ehé' **yes**, thé' **no**, i:' **I/me**, i:s **you**, haqhé' **he/him**, kaqhé' **she/her**, né:kyéh **this (one)**, thó:kyéh **that (one)**.

1. Ské:nó'.

(Name) kyá:sóh.

Té'ho'té' syá:sóh.

Té'ho'té' hayá:sóh/eyá:sóh.

(Name) hayá:sóh/eyá:sóh.

2. ehé', thé'.

(a) (Name) kék hakwé'nitéhé:/ekwé'nitéhé:/.

(b) (Name) kék syá:sóh.

3. i:', i:s, haqhé', kaqhé',

(a) Shó: ekwé'nitéhé:/.

(b) Ká:q niha'yatá: niyeyatá: (name).

4. testá', tessní:ta', teswá:ta'.

sakyé:, tsakyé:, swakyé:.

tehsatkhá:té:nih, tetsatkhe:té:nih,

teswatkhé:té:nih.

ká:tsih.

tehsé:nahskwánkwahno:,

tetsé:nahskwákhwahno:,

teswé:nahskwáhkwahno:.

5. hókwéh, akó:kweh.

hókwéh akó:kweh né' (name).

hókwéh akó:kweh kék né' (name).

6. (a) Shó: kotáhsehtó.

(b) (Name) kék hotáhsehtó/kotáhsehtó.

Classroom Objects: ehyá:tghksra' **pencil**, kahyátghsra' **paper**, ea:kewáhtha' **eraser**, qte'nyé:tstahkhwá' **ruler**, qhsóhtha' **crayon**, te:yé:kha'tha' **glue**, tekahená'thra:se' **scissors**.

7. Tahshá: né' (object).

Atekhwáhhsra'keh ithréh.

Nyá:wéh.

Nyóh.

8. Tahshe:yóh (name) né' (object).
 9. Tahaehsóh (name) né' (object).
 10. Tesnihá: né' (object).
 Teswahá: né' (object).
 11. Taetshi:yóh né' (object).
 Taetshi:yóh né' (object).
 Tashe:sni:yóh né' (object).
 Tashe:swa:yóh né' (object).
 13. Akahyetahkhwá:keh ithréh ((object)).
 Atekhwaháhsra'keh ithréh ((object)).
 14. Akahyetahkhwá:keh kéh kaháe'.
 Atekhwaháhsra'keh kéh kaháe'.
 15. Akahyetahkhwá:ka' tehstá'.
 Atekhwaháhsra'ah tehstá'.
 Kanhoha:'ah tehstá'.
 16. Shó: (location word from Section 15)
 i:yé:/ihá:t.
Toy Box: *e'nhó:thra' ball, káyá'ta' doll,*
ka'tréhta' car, kaháhtsohkhwa' cup,
kahówa' boat.
 17. Construct your talking book from some combination of the following sentences:
Káe: né: ehyátohkhwá'.
Ahohtó:/A'ákohtó: (name)
hohyátohkhwá'/kohyátohkhwá'.
Atehiwaháhsra'keh kéh kaháe'.
Qkhyatohsrahkhwá:keh kéh kaháe'.
Ehyatohsraetahkhwá:keh kéh kaháe'.
Atekhwaháhsra:kó: kéh ká:yé'.
Akahyetkhwá:keh kéh nihá'kó: ká:yé'.
Qkhyatohsrahahkhwá:keh kéh nihá'kó: ká:yé'.
Kaháhksra:kó: kéh i:wa:t.
Qkhyatohsrahahkhwá:keh kéh i:wa:t.
Kaná'tsakó: kéh i:wa:t.
Wathohsrawihsoskeh kéh i:wa:t.
Kanehstá'keh kéh ká:yé'.
Shéh kahyatohsrahé: nihákó: kaháe'.
 18. (Location word from Section 17) kéh kaháe' (object).
 19. (a) Kyonhaksáhket ha:sé:.
 Tkano'kahé:t ha:sé:...
 Thwakahetahkhót ha:sé:...
 (b) Shó: kanhókahet niha'ké: ithá:t/ikyé:t.
 Shó: onghsakáhket i:wá:'ah ihá:t/iyé:t.
 Shó: akahyetkhwá:'ah ihá:t/iyé:t.
 Shó: atekhwaháhsra'ah ihá:t/ikyé:t.
 20. (a) Shó: teyakotóhwésto:ni (object).
 Ha'sekhatenyát (object) shéh ithá:t/ikyé:t (name).
 Ha'skehatehyát (object) shéh thetksó:t/kyetksó:t (name).
 (b) Tashé:yóh/Tahéhsóh (name) (object).
 21. (a) Né' né:kyéh (name) honó:ha'/qtatnoha'.
 (b) Né' khno:ha' né:kyéh.
 Né' kékéh sanó:ha' né:kyéh.
 Ehé'.
 Né' né:kyéh (puppet) honó:ha'/qtatnoha'.
 (c) hó:wá'nih, hó:wá'nih, ha'nih, ya'nih.
 22. Shó: né': qtatnoha' né:kyéh.

23. hohsó:t, qtatehsot, khehsó:t, sahsó:t,
hówáhsot, hówáhsot, héhsot, yahsó:t.
 24. shakóhtsi'ah, qtatehtsi'ah, khehtsi'ah, sahtsi'ah,
hówáhtsi'ah, hówáhtsi'ah, hehtsi'ah, yahtsi'ah,
tekaptéhno:te:, tekaqtéhno:te:, khe'ké':éh,
she'ké':éh.
tehenetéhno:te:, tekaqtéhno:te:, he'ké':éh,
ya'ké':éh.
 25. (a) Ashé:ké'/ahehsé:ké' kékéh (name) (kin term).
 (b) Shó: (kin term) ashé:ké'/ahehsé:ké'.
 26. Ahsé:ké' kékéh (object).
 28. Né' akhnóhsot/sanóhsot né:kyéh.
 Né' (name) honóhsot/konóhsot né:kyéh.
 (uName) kékéh honóhsot/konóhsot né:kyéh.
 I:s kékéh sanóhsot né:kyéh.

Rooms: ekhoya'thá:keh **kitchen**,
ótekhpónya'tha'keh **dining room**,
kanóhsiyóhskeh **living room**,
kyónóhwehstá' **bedroom**,
ahstéh kyototahkhwa:'bathroom.

29. (a) (Room) hékhéha:/hékhéha: (kin term).
 (b) (Room) ikyé:s/ithé:s (kin term).
 (Room) kékéh ikyé:s/ithé:s (kin term).
 30. (a) (Room) ha'shéha:/hahésha: (kin term).
 (b) (Room) kékéh ikyé:s/ithé:s (name) (kin term).
 31. (Room) ha'tsé (object).
 (Room) tká:yé' (object).
 (Room) kékéh tká:yé' né' (object).
 aké'nothra', sénhó:thra', ho'nhó:thra',
 ko'nhó:thra'.
 akyá'ta', sayá'ta', hoyá'ta', koyá'ta',
 aké'tréhta', sa'tréhta', ho'tréhta', ko'tréhta'.
 akhná'tsohkhwa', saná'tsohkhwa',
 hnoá'tsohkhwa', koná'tsohkhwa'.
 akhó:wa', sáhó:wa', hohó:wa', kohó:wa'.
 32. Tashé:yóh/tahéhsóh (name) (object).
 33. Tashé:yóh/tahéhsóh (name) (name) (object).
 34. **put on** **take off**
sanaháowek sanahaoeweeksíh
tehse'nyó:wek tehse'nyowé:ksih
sakyá'tawit sakyá'tawíhsih
tehséhsó:wek se:hsotsih
 35. Shó: né' konaháothra'/honaháothra' né:kyéh.
Shó: né' kó'nyó:thra'/ho'nyó:thra' né:kyéh.
Shó: né' kokya'tawí:thra'/hokya'tawí:thra'
né:kyéh.
Shó: né' kohtáhkhwa'/hohtáhkhwa' né:kyéh.
 36. Káe:ni:ka' (name) (clothing).
Né':né:kyéh.
Né':thó:kyéh.
 37. (a) I:s/':/(name) kékéh (clothing) né:kyéh.
 (b) (Room) kékéh tká:yé' (clothing).
 (c) (Kin term) kékéh (clothing) né:kyéh.
 38. tkwéhtsi'a', ó:hyá'e':, nráhta'e':, otsitkwa':,
ké:ké', swé'ta'e':, héhsa'e':,
anaháothra', é'nyó:thra', akya'tawí:thra',
ahtáhkhwa', athná'tsohtra', atáhthithra', ka'khá:'.
Use first: (Colour) niyohsóhkó:té: né:kyéh (clothing).

Appendix C (Oneida)

Then use: (Colour) niwakya'tawithró'te:
(Colour) niwathna'tsóthro'te:
(Colour) niwatahí'thro'te:
(Colour) niwahtahkó'te:
(Colour) niwe'nyothró'te:
(Colour) niwe'nháothro'te:

Sock-O Game: In calling use words from the second list in 38. in:

Sehsá:k (colour) ni-(clothing)-o'te.

Then use the sentences from the first list of 38.

40. Ahá:tkéh (name).

Ahatkóhsóhae' (name).

Ahathró:ni' (name).

Ahatotáihsi' (name).

Ahatekhó:ni' (name).

Ahatnu'tsúhae' (name).

Ahatatríhonyénihe' (name).

(Present Section 41 first if the class has more girls than boys.)

41. Aó:tkek (name).

Aótkóhsóhae' (name).

Aóthró:ni (name).

Akyototáihsi' (name).

Aótekhó:ni' (name).

Aótnu'tsúhae' (name).

Aótatríhonyénihe' (name).

Foods: onéhé' **corn**, ohó' nanta: **potato**, oná:ta: **bread**, ówá:hó **meat**, ohnyóhsa' **squash**, etc., onó'nkwa' **milk**, osáhé'ta' **beans**, onó'aóhsa' **cabbage**.

46. Tahshá: (food).

47. honéhékóh	konéhékóh
hohona'tá:kóh	kohona'tá:kóh
hona'tá:kóh	kona'tá:kóh
ho'wáhakóh	ko'wáhakóh
hohnyóhsakóh	kohnyóhsakóh
hanókwahné:keha'	enókwahné:keha'
hosáhe'tá:kóh	kosáhe'tá:kóh

48. Tahehsqóh (food).

Tashé:yoh (food).

50. Tahshá: (utensil).

kahénathra' **knife**, kahsókwa' **fork**, kanyó:ta' **spoon**, katsé' **plate**.

51. Atekhwaháhsra'keh ithréh/thrónyó: (utensil).

Sehsé:nó:ni (utensil).

Nyáwéh.

The following is a list of words and phrases in Oneida which give the linguistic material intended for use in the preceding Kindergarten lessons. The spelling system is the one being used by Oneida language teachers in the three areas where Oneida is currently being taught in the schools. It is a modification of the system used in Floyd Lounsbury's **Oneida Verb Morphology**. The differences being that the sounds written with the letter j in that work are here written tsy, the vowel written v in that work is here written with the letter v, and the sound written ? in that work is here written with an ?. It is hoped that these latter two spellings will establish a convention, making it possible to type Oneida on any typewriter which includes an acute accent (') among its symbols.

Introduction: hí:v **yes**, tách **no**, i: **I/me**, isé: **you**, laohá: **he/him**, kaohá: **she/her**, ka'i:kv **this (one)**, thi:kv **that (one)**.

1. Sheko:li/She:kú.

(Name) yúkyats.

(Oh) náh'te' yesa:yáts.

Oh náh'te' luwa:yáts/yutátyats.

(Name) luwa:yáts/yutátyats.

2. hí:v, tách.

(a) (Name) kv lahwistáhawé'/yehwistáhawé'.

(b) (Name) kv yesa:yáts/luwa:yáts/yutátyats.

3. i:, isé:, laohá:, kaohá:.

(a) Uhka yehwistáhawé'.

(b) Uhka (name).

4. téhsta'n, tesni:tá:n, teswa:tá:n.

ká:ts/táhse, tásen, tásó.

sátyv, tsyátyv, swátyv.

tehsatkalhate:ní, tettsyatkalhate:ní,

teswatkalhate:ní.

5. laksá:, yeksá:.

Laksá:/Yeksá: ne'n (name).

Laksá:/Yeksá: kv (ne'n) (name).

6. (a) Uhka yakotahséhtu.

(b) (Name) kv yakotahséhtu/lotahséhtu.

Classroom Objects: yehyatukhwá' **pencil**, kahytúhsla' **paper**, yuhsókhwá' **crayon**, hata'sali:sás **scissors**, teyekhátha' **glue**, hata'nyvtvhstákhwa' **ruler**.

7. Tashaw (object).

Atekhwahlahkwá:ke ihslv.

Ya:wv.

Yo:.

8. (Name) tashe:yú (object).

9. (Name) tahétsu (object).

10. Tasníhaw/sníkó:na (object).

Taswáhaw/swákó:na (object).

11. Tayetshi:yú (object).

Tahetsni:yú (object).

Tahetswa:yú (object).

13. Anitskwahlahkwá:ke ihslv (object).

Atekhwahlahkwá:ke ihslv (object).

Ohsu'kalá:ke ihs (object).

14. Anitskwahlakhwá:ke kv káhele' (object).
 Atekhwahlakhwá:ke kv káhele' (object).
 Ohsu'kalá:ke kv ka:yv (object).

15. Anitskwahlatsláktá' téhsta'n.
 Atekhwahlatsláktá' téhsta'n.
 Tsí' tyo'nhoka:lúte' ákta' téhsta'n.
 Tsí' tyohsuhtaka:lúte' ákta' téhsta'n.
 Tsí' yehyatuhslayvtákhwa' ákta' téhsta'n.

16. Uhka náhte' (location word(s) from Section 15) i:late'/i:yéte'.

Toy Box: ahtá:navv' ball, ka'náhkwa' drum, ká:slet car, kahuwe:yá: boat, kahyatúhsla' book, yehnekihlá:tha' cup, kaya'tu:ní doll, káhule' gun.

17. Construct your talking book from some combination of the following possible locations.
 (Name) loti laohyatúkhwa'.
 Kátsa' nú nika:yv.
 Kahyatuhsló:kú kv tsoy:lú.
 Anitskwahlatslo:kú kv tka:yv.
 Atekhwahlatslo:kú kv tka:yv.
 Kanutó:tslaku kv itwate'/yehe:wáte'.
 Yehyatuhslatakwatsla:kú kv i:wáte'.
 Ohsukalá:ke kv ka:yv.
 Kaná:tsaku kv i:wáte'.
 Atekhwahlakhwá:ke kv káhele'.
 Anitskwahlakhwá:ke kv káhele'.

18. Ohná:kv' kv tsí' nyo'nhoka:lúte'/wanitskwahlátslote'/watekhwahlátslote' tka:yv (object).

19. (a) kí:tho, tho nú.
 (c) Uhka' ha'é: na'ka'nhóhati ítyete'.

20. Uhka' teyakotuhutsyu:ní (object).
 (Name) nyahetsátsyuhs/nyasheyátsyuhs (object).

21 (a) (Name) onulhá: ka'i:kv.
 (Name) lonulhá: ka'i:kv.
 (b) Né: ka'i:kv aknulhá:.
 T: Sanulhá: kv ka'i:kv.
 P: Hí:v, aknulhá:.
 T: (Puppet) lonulhá: ka'i:kv.
 (c) lo'niha, lo'niha, lake'niha, ya'niha.

22. Uhka' onulhá:/lonulhá: ka'i:kv.
 Uhka' lo'niha ka'i:kv.

23. lohsótha', ohsótha', akhsótha', sahsótha'.
 lohsótha', ohsótha', lakhsótha', yahsótha'.

24. shako'kvha, yutatkvha, khe'kvha, she'kvha. lo'kvha, luwa'kvha, lí'kvha, hetse'kvha.

25. (a) Washe:kv: kv (name) (female kinsman).
 Wahétskv' kv (name) (male kinsman).
 (b) Uhka' (female kinsman) washe:kv:.
 Uhka' (male kinsman) wahétskv'.

26. Wahsatkáthó' kv (object).

28. Né: ka'i:kv aknúhsa'/sanuhsa'.
 Né: ka'i:kv (name) laonúhsa'/akonúhsa'.
 (Name) kv laonúhsa'/akonúhsa' ka'i:kv.

Rooms: tsí' tyekhunyátha' kitchen, tsí' tkanuhsí:yó living room, tsí' tyutawvstákhwa' bathroom, tsí' tunuhwetstákhwa' bedroom.

29. (a) (Room) nyahiya'tínyute'/nya'kheya'tínyute' (kin term).
 (b) (Room) kv ityvhse'/ithlehse' (kin term).
 or (Room) kv i:yéte'/i:late' (kin term).

30. (a) (Room) nya'thétstvhs/nya'teshetvhs (kin term).
 (b) (Room) kv ityvhse'/ithlehse' (name) (kin term).

31. (Room) nyaháhslv/nyahá:tsi (object).
 sahtá:navv', akwatá:navv', laohtá:navv', akotá:navv'.
 sa'náhkwa', ake'náhkwa', lao'náhkwa', ako'náhkwa'.
 sa:slet, aké:slet, lao:slet, akó:slet, sahuwe:yá:, akhuwe:yá:, laohuwe:yá:, akohuwe:yá:.
 sahyatúhsla', akhyatúhsla', laohyatúhsla', akohyatúhsla'.
 saya'tu:ní, akyá'tu:ní, laoya'tu:ní, akoya'tu:ní, sahúle', akhúle', laohúle', akohúle'.
 32. (Name) tashe:yv/tahétsv (object).

33. Tashe:yv/tahétsv (name) (name) (object).

34. **put on** **take off**
 tehsá'nya:návvk tehsá'nyanawvksí
 sana'ló:lok sana'lolóksi
 satyá:tawí't satyá'tawí'táhsí
 tehsalahtahkwanehtáhsí tehsalahtahkwanehtáhsí

35. Uhka' ako'nya:návv'/lao'nya:návv' ka'i:kv'.
 Uhka' akoná:lolé'/laoná:lolé' ka'i:kv'.
 Uhka' akotyá:tawí't/laotyá:tawí't ka'i:kv'.

36. Katsa' ka:yv: (name) (clothing).
 thi:kv, ka'i:kv.

38. onikwvhtala, olú:ya', otsí:nkwal, awv:lá:, o'swv:ta', owískla', atyá:tawí't, a'nhuskwá:lha', áhta', aláhti', o'kóhsa'.
Use first: (Colour) niwahsokhó:tv (clothing).
Then use: (Colour) niwatya'tawitsló:tv.
 (Colour) niwa'nhuskwalhó:tv.
 (Colour) niwahta'kó:tv.
 (Colour) niwalahti'tsló:tv.
 (Colour) nika'kohsó:tv.

Sock-O Game: In calling, use sentences from the second list of Section 38 first and then switch to those from the first list.

40. (Name) latkétskwas.
 (Name) latkuhsóhalehe'.
 (Name) latslu:nihe'.
 (Name) tehatnatháhos.
 (Name) latekhu:nihe'.
 (Name) latnawilóhalehe'.
 (Name) lataya'tá:nese'.
 (Present Section 41 first if the class has more girls.)

41. (Name) *yutkétskwas*.

(Name) *yutkuhsóhalehe'*.

(Name) *yutslu:nihe'*.

(Name) *teyutnathálhos*.

(Name) *yutekhu:nihe'*.

(Name) *yutnawilóhalehe'*.

(Name) *yutaya'tá:nese'*.

Foods: o:nvste' **corn**, kaná:talok **bread**,
osahé:ta' **beans**, ohnaná:ta' **potato**,
o'wá:lu **meat**, onu'úsla' **squash**,
o'nhúhsa' **eggs**.

46. Táshaw (food).

47. yenvstaks	lanvstaks
yená:talaks	laná:talaks
yesahé:taks	lasahé:taks
ye'wá:laks	la'wá:laks
yehnaná:taks	lahnaná:taks
yenu'úslaks	lanu'úslaks
ye'nhúhsaks	la'nhúhsaks

48. Tahétsu (food).

Tashe:yú (food).

49. Uhka' yéhawé'/láhawé' (food).

Táshaw (utensil).

á:shale' **knife**, ashékwe' **fork**, atókwat **spoon**,

yehnekihla'tákhwa' **cup**, átsyv' **plate**.

51. Atekhwahlakhwá:ke ihslv (utensil).

(Utensil) hátsyv,

Ya:wv.

Yo:.

List of Teaching Materials for the Kindergarten Course

Unit 1

Hand puppet
Penny

Unit 2

Collection of three to six classroom objects in daily use (this collection should correspond to flannelgraph pictures to be used in Unit 5)

Unit 3

Talking book: The Lost Pencil
Toy box holding a variety of six toys, one of which is a rubber ball (these toys should correspond to flannelgraph pictures that will be used in Unit 5)

Unit 4

Large sheets of newsprint, tempera paint, paint brushes
Photos of family members, brought by the children
Peep show box, and cards to view in it
"Dress-up" clothing

Unit 5

Flannelboard
Flannel background(s) depicting rooms in a home
Flannel-backed figures depicting members of the family
Flannel-backed pictures of objects from Unit 2 and toys from Unit 3
Papers, crayons, paint, flannelboard tape
Large cloth sack (or laundry bag)

Unit 6

Children's clothing (winter coats, etc.)
Sock-O Game
Enlarged pictures of clothing from Sock-O

Unit 7

Talking books: Peter Gets Up; Mary Gets Up
Paper, crayons

Unit 8

Paper plates and cups
Plastic knives, forks, spoons
Play food or paper plates with pictures of food pasted on them
Play table and cupboard (optional)

List of Language Structures for the Kindergarten Course

(Numbers refer to sections)

Verbs

Imperative, 4, 8–11, 13, 20, 34
Serial, 40, 41, 47
Aorist, 25, 26, 29, 40, 41
Locational suffixes, 13–18
Positional verbs, 17, 29, 30

Pronominals

Dual and plural, 4, 10, 11, 44
Masculine and feminine, 5, 11, 21–25, 29, 40, 41, 44, 47

Nouns

Kin terms, 21, 23, 24
Possession, 21–26, 31, 35
Incorporation, 13–18, 34, 39, 47

Syntax

Yes/no questions, 2, 14, 18
Incorporation, 13–18, 34, 39, 47

Prepronominals

Cislocative and translocative (these vary from language to language but may occur in), 8, 9, 28–30, 32

Glossary

50

Active Knowledge

The ability to speak the language *being* taught. This ability follows a passive knowledge of the language.

A-V Materials (audio-visual)

Materials that help the teacher teach by means of the pupils' ears (tapes, records, etc.) or eyes (pictures, films, charts, etc.).

Cislocative

A prefix which indicates that the action of the verb is directed toward the speaker or point of reference. Words such as "bring" usually are translated with a cislocative. It is usually expressed by the sound "t".

Consolidation

Using material just learned in a variety of ways in order to make it become familiar.

Core Program

Program in which a period of time (usually daily) is set aside to teach the second language.

Course of Studies

Written program which tells what to teach and in what order to teach it. Sometimes such courses will also give suggestions on how to teach the material.

Curriculum

The total of all things that go into the teaching of any subject: teacher's knowledge, materials, course of studies, activities, teaching methods, etc.

Dual (see *number*)

Dualic

A prefix which indicates that the action of the verb involves two locations, conditions or opposing forces. In counting objects it is often prefixed to the noun to translate "two ____". It is usually expressed by the syllable "te-". Do not confuse with *dual*.

Exclusive

Term used to describe the 1st person plural form of the verb when the person being spoken to is excluded from the action of the verb (such as, he and I).

Feminine (see *gender*)

First Language

The language a child learns first (from the time he is born until he is ready to begin school).

Gender

A system of classifying nouns or the pronominal prefixes referring to them as to sex or human-ness. The gender of a noun is indicated by its prefix or by the pronominal prefix of the accompanying verb.

Feminine: The gender of human and animal females. It is sometimes identical with *neuter*, *zoic* or *indefinite* depending on the language.

Indefinite: The category of things whose exact identity is not known; often used in questions. In many cases it is identical with *feminine*.

Masculine: The gender of human or animal males or of mixed groups of males and females.

Neuter: The gender of non-living things. It is identical in many cases with *zoic* and in some cases with *feminine*.

Zoic: The gender of non-human animals. It is identical in most cases with *neuter*.

Imperative

The form of the verb in which commands are given.

Implications for Utterance

The probability that for any piece of language taught, the student will have occasion to use that piece of language outside the classroom. One test of good lesson material is that the IFU be 80% or higher.

Inclusive

A term used to describe the 1st person plural form of the verb when the person being spoken to is included in the action of the verb (such as, you and I). Compare *exclusive*.

Incorporation of the Noun

A form of the verb in which the noun object of the verb is incorporated, or placed right into the middle of the verb as a part of it. For instance, in most Iroquoian languages, the noun "coat" is usually incorporated into the verb in the sentence, Put on your coat.

Indefinite (see *gender*)**Integration**

Joining and applying material just learned to material already known.

Interrogative

The form which asks a question.

Intransitive

A verb that does not take an object, for instance: Eat! or He ate. Compare with *transitive* examples.

Kinship Terms

Words used to identify people who are related, such as, my father, her aunt, etc.

Locational Suffix

A suffix attached to a noun to indicate the location of some object with respect to that noun. These are translatable as "at", "on", "near", etc. depending on the language. Compare *positional verb*.

Masculine (see *gender*)**Negative**

The form which indicates "not" or "don't", such as, he's not sick, don't go away.

Neuter (see *gender*)**Non-singular (see *number*)****Number**

The system which classifies nouns as to the number of individuals or objects referred to.

Dual: Exactly two. Do not confuse with dualic.

Non-singular: In cases where no *dual* is identified, two or more.

Plural: Three or more.

Singular: One.

Passive Knowledge

Ability to understand the language being taught. This ability precedes an active knowledge of the language.

Pattern (see *structure*)

A meaningful arrangement of words which recur systematically, and may allow for word substitution. In the pattern, the _____house, the blank could be filled by: "green, little, brick" etc., and "house" could be changed to many other nouns.

Person

1st (I/me), 2nd (you), 3rd (he/him, she/her, it). See also *gender*.

Plural (see *number*)**Positional Verb**

A verb indicating the position or orientation of an object with respect to its location. These are translatable as "sitting", "standing", "lying", etc., depending on the language. Compare *locational suffix*.

Pronominal Prefix

The prefix immediately preceding the verb, which identifies the *person*, *gender* and *number* of the one or two primary individuals or groups participating in the action of the verb.

Pronouns – Demonstrative

This, that, these, those.

Pronouns – Personal

I, you, he, she, we, they, me, him, her, them.

Pronouns – Possessive

My, your, his, her, our, their.

Second Language

The language a child learns after he can speak his first language.

Serial

The form of the verb used for ongoing or habitual action. This form is also translatable as the agent performing an action.

Singular (see *number*)**Structure – Language Structure**

The way a language works, the way words fit together, etc. See also *pattern*.

Substitution

Replacing one word with another in a place where it fits. For example, the *cat* is black, the *dog* is black. Dog is a substitution for cat.

Transitive

A verb that takes an object, for instance, Eat the fish. (The object is "fish", so "eat" is transitive.) He ate it. (The object is "it", so "ate" is transitive.) Compare with *intransitive* examples.

Translocative

A prefix which indicates that the action of the verb is directed away from the speaker or point of reference.

Vocabulary

The words that are used (such as, "cat, walk, big" etc.) in contrast to *structure* items such as "s" in cats, "est" in biggest, "ed" in walked, etc.

Yes/No Question

Questions that can be answered by saying "yes" or "no" may use the independent order.

Zoic (see *gender*)

